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SOUTH CAMPUS GRADES K-6
OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/13/2020



Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Crosshill Christian - South Campus
Key Contact Person for this Plan	Mindy Kelly, Secondary Coordinator
Phone Number of this Person	503-391-9082
Email Address of this Person	mkelly@crosshillchristian.com
Sectors and position titles of those who informed the plan	Mindy Kelly - Secondary Coordinator, Molly Dillon - Keizer Campus Principal, Adam Kronberger - Head of School, Mark Cotter - Office Administrator, Sarah Stucker - Nurse/Parent, Ryan Porter - Nurse/Parent, Matt LeDuc - Maintenance Supervisor, COTH Executive Board, CCS School Advisory Board

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.

Local public health office(s) or officers(s)	Marion County Health & Human Services Contact List
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kelly Merina - Early Childhood Director, Chauntel Kronberger - Elementary Director, Mindy Kelly - Secondary Coordinator, Adam Kronberger - Head of School, Mark Cotter - Office Administrator
Intended Effective Dates for this Plan	September 8th, 2020 through June 30th, 2021
ESD Region	Willamette 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.

Distance Learning feedback was collected via interviews with school administration, teaching staff, school advisory board members, as well as parents regarding student successes and struggles, technology availability/needs for next school year, as well as preference of parents and students for structure of learning for the 2020- 2021 school year.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning **Hybrid Learning** **Comprehensive Distance Learning**

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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.

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.

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

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- 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).
- 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).
- 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).
- 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).
- 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 checked="" 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 checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</p> <p><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</p> <p><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</p> <p><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</p> <p><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).</p> <p><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</p> <p><input checked="" 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"/> 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 checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:</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 checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p>	<p>Communicable Disease Management Plan for Covid-19</p> <p>Implement measures to limit the spreads of COVID-19 within the school setting: Crosshill Christian is going to follow all requirements given by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) outlined in the "Ready Schools, Safe Learners" handout. We intend to be fully compliant with the regulations.</p> <p>Update written Communicable Disease Management Plan to specifically address the prevention and spread of COVID-19: Crosshill Christian School will make every effort to contain and prevent the spread of all communicable diseases, including COVID-19. We will achieve this by requiring hand washing/hand sanitizer upon entrance to the building, visual screening by our staff, and physical distancing throughout the entire building of at least six feet. We will keep accurate attendance records and small cohorts throughout the day in the event that reporting to the officials becomes necessary for contact tracing. We are limiting passing periods and the mixing of cohorts as much as possible. We are also wiping down common areas in between each cohort and staggering pick-up/drop-off times. We are committed to keeping our students safe and providing open communication to stakeholders in the event that positive cases occur. If cohorts need to be quarantined, we will move smoothly to distance learning if the Marion County Health & Human Services advises us to do so.</p> <p>Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA: Mindy Kelly, secondary coordinator is taking charge of this document. The following department heads are responsible for the various age groups they oversee: Kelly Merina, Early Education, South Campus, Chauntel Kronberger, Elementary South Campus, We are all working with Matt LeDuc, Head of Maintenance.</p> <p>Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. Susan McLauchlin, Supervisor, Health Promotion and Prevention Team; Marion County Health; Center for Disease Control (CDC); Oregon Health Authority (OHA); and Sara Stucker, Nurse.</p> <p>Process and procedures 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. Crosshill Christian School staff will meet periodically throughout the summer in preparation for the fall. We will train entrance/exit procedures, physical distancing, stationary cohorts while teachers are mobile, sanitation measures, visual screening, classroom sanitation, common area expectations, classroom capacity, staggered carlines, and common equipment usage and sanitation. We will have a combination of presenting information to and gaining feedback from our staff so our plans are wise, feasible, and in the best interest of the health and safety of our community. We will also continue to train our staff on distance</p>

- ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
 - ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
 - ☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).
- learning techniques as they may be necessary at some point in the year for some if not all of our students. We will also give explicit instruction on what to look for and how to report sick persons to the designated staff members.
- Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.** The following department heads are responsible for the various age groups they oversee: Kelly Merina, Early Education South Campus, Chauntel Kronberger, Elementary South Campus. The above mentioned persons will use the 24/7 Disease Reporting line and call (503) 588-5621 with any confirmed cases. We will also contact Wendy Zieker, wzieker@co.marion.or.us, (503) 361-2693 to receive guidance if a cohort needs to move to distance learning to prevent the spread.
- Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.** Matt LeDuc, maintenance director, will oversee the disinfection of surface areas on both campuses every evening and in between church and school functions. We will be using a combination of Victory backpack electrostatic sprayers and Annihilyte-1 in between cohorts. This will include but is not limited to desks, door handles, supplies, playground equipment, light switches, cabinets, toys, and sports equipment.
- Process to report to the LPHA any cluster of any illness among staff or students.** The following department heads are responsible for the various age groups they oversee: Kelly Merina, Early Education South Campus, Chauntel Kronberger, Elementary South Campus. The above mentioned persons will use the 24/7 Disease Reporting line if any of the same illness affects a large number of the same cohort.
- Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.** CCS uses FACTS school management software for our attendance logs. We plan on making detailed notes in our attendance logs about if students are “attending” off campus so they can be used to show physical interactions between the students. In the event that we need to provide all logs, we are able to track by cohort and keep track of the daily interaction with accuracy. Our students will spend the majority of their time in contained classrooms with bathroom logs and physical distancing protocol followed. In the event that a cohort is recommended for quarantine, we will be able to adhere within 24 hours due to our extensive staff training and expectations given during our August in-service.
- Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).** The common symptoms will be regularly posted throughout the building. Communication to parents via email and during orientation will direct them to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. Duane Yirka, our school bus driver, will screen before admitting students on the bus at the North Campus. All other students who attend classes in classrooms with external doors will enter through those doors and that classroom teacher will be responsible for screening (both campuses, elementary). 6th grade students will be screened by their classroom teachers located in the portable classrooms. Staff will be screened by Adam Kronberger (South Campus).
- Protocol to isolate any ill or exposed persons from physical contact with others.** If anyone is exhibiting symptoms they will be directed to the Isolation Chamber in the main building (Pre-K-6). They will remain there

until a designated person can pick them up and the staff serving them will be in appropriate PPE gear as needed.

Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). Staff training will take place throughout the summer before school begins. Student training will take place on the first day of school and periodically throughout the school year regarding cleaning and reporting procedures. In the event that there is a positive case of COVID-19, we will follow the recommendations of the LPHA department with how to proceed. If families need to be notified that they have come into close contact with an infected student or staff member, they will be contacted via text message and email within one hour of our notification. The email will include the number of infected persons, but not the name of the student. It will only be sent to the intended families. In the event that school wide communication is needed, it will identify the general grade level (elementary or secondary) and the campus affected (North or South) to protect the identity of the individual while maintaining open communication to our community. **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.** CCS Students will be in stable cohorts, so we are able to use our attendance logs maintained on FACTS with our detailed notes indicating whether a student is on campus any given day.

Required components of individual daily student/cohort logs include:

1. Child's name
2. Drop off/pick up time
3. Parent/guardian name and emergency contact information
4. All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student

With FACTS, we are also able to provide contact information for each student within minutes if needed. Drop off/Pick up times will be dependent on the grade/cohort and will be consistent throughout the school year. Notes are made on the attendance record if a student missed one or more classes or was tardy. We will also create a log of substitutes on campus within our campus calendar which will also be provided to LPHA.

Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. The abovementioned protocol will be present for the entire year and can be provided in a timely manner.

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.

Occasionally, members of the maintenance team or our Head of School, Adam Kronberger, will go between the Keizer and South campuses. In the event that they come into contact with students or staff members, they will make note of it on FACTS so it will be a part of our daily student and staff logs for the four-week period.

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. The head of the maintenance department, Matt LeDuc, will be notified of any possible cases when the responsible party contacts the LPHA. Matt will be in close contact with and supervision of his team in order to ensure proper cleaning protocols are conducted. We will also provide Matt with the attendance logs of the infected person so those classrooms will receive the proper attention.

Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). We will adhere to the LPHA recommendations following reporting potential and confirmed cases. In the event that they recommend quarantining cohorts, that transition can take place within 24 hours. If that occurs, stakeholders will be notified within one hour of the recommendation.

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 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 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 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. 	<p>Vulnerable Students:</p> <ul style="list-style-type: none"> • All students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member. • All students identified as vulnerable, either by a physician, or parent/guardian notification, will be placed on a learning plan created by the team consisting of parents, teachers, and campus principal, which may include distance learning. • Students who experience disability will continue to receive specially designed instruction. • Students with speech services will continue to receive service through teletherapy. <p>Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Students who do not feel comfortable on campus or who are quarantined for whatever reason will continue their education from home. Each teacher will maintain a Google Classroom for all students throughout the year. This will become heavily utilized in the event that a student is participating from home. There will be various technologies and resources utilized depending on student need and grade level.</p>

- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p style="background-color: yellow;">Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.</p> <p style="text-align: center;">South Campus Room Capacities</p> <p style="text-align: center;">Main Building</p> <p>Sanctuary - 5,280 sq ft, 150 Capacity Portico - 840 sq ft, 24 Capacity Link - 1625 sq ft, 46 Capacity Fellowship Hall - 2691 sq ft, 77 Capacity 205 - 475 sq ft, 13 Capacity Nursery - 375 sq ft, 10 Capacity Studio - 1645 sq ft, 47 Capacity</p> <p>Basement Aux - 422 sq ft, 12 Capacity 100 - 782 sq ft, 22 Capacity (5th grade) 101 - 784 sq ft, 22 Capacity (1st/2nd grade) 102 - 960 sq ft, 27 Capacity (4th grade) 103 - 859 sq ft, 24 Capacity (3rd grade) 104 - 680 sq ft, 19 Capacity (5th grade) 105 - 535 sq ft, 15 Capacity (Resource) 106 - 570 sq ft, 16 Capacity (2nd grade) 107 - 550 sq ft, 15 Capacity (1st grade) 108 - 646 sq ft, 18 Capacity (Pre-K) 109 - 475 sq ft, 13 Capacity (Kindergarten) 110 - 792 sq ft, 22 Capacity (Pre-K)</p> <p>*Capacity determined using 35 sq ft per person and is a not to be exceeded number. *Current guidelines also require 6 ft of social distancing between persons.</p> <p>Gym - 8800 sq ft, 251 Capacity Rock 1 - 810 sq ft, 23 Capacity (6A) Rock 2 - 810 sq ft, 23 Capacity (6B)</p>

*Capacity determined using 35 sq ft per person and is a not to be exceeded number. *Current guidelines also require 6 ft of social distancing between persons.

Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.

Tape and signage will be placed throughout the hallways and lobbies. Each student will stay in their assigned desks within their designated classrooms, which will already be placed 6 ft apart from others.

Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.

See above. The cafeteria will have lines on the ground and will only hold students receiving hot lunch. Those students will then return to their classrooms after receiving hot lunch.

Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).

We have opened up modular classrooms on our campus (Rocks 1, 2) in order to divide larger classes and spread out all of our students throughout the whole campus. We are also changing the library into a classroom in order to accommodate another elementary section. Class sizes do not exceed recommended capacity. Students will go directly from their vehicles to their designated classrooms without congregating in the hallway.

Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.

Grade-level specific. The younger students will receive extra grace and lots of practice. We expect the older students to adopt the expectations fairly quickly as they are pretty clear, but will provide extra guidance during the first week of school, especially. Communication will be extensive with staff, parents, students, and the entire community in preparation for the school year.

Additional Elementary Considerations:

- Extra furniture will be removed to allow for room capacity.
- All fabric-covered furniture, pillows, and beanbag chairs will be removed from classrooms.
- Itinerant Music teacher will rotate into classrooms for instruction.
- Itinerant Spanish teacher will rotate into classrooms for instruction.

Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Elementary Staff will meet together twice a week. Adam Kronberger and Krissy Bennett will attend one of each weekly. The secondary meeting will take place in room 215/216 and will maintain physical distancing (one teacher per desk). Sanitization will occur before and afterward to prepare for student occupancy after each meeting.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <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. <p><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</p> <p><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p> <p><input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p><input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</p> <p><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>	<p>Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <p>The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</p> <p>Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</p> <p>CCS Elementary will be Cohorted by grade level.</p> <p>Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>We will be able to track via FACTS as outlined in Section 1a.</p> <p>Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p> <p>Our students will be directed to their specific classrooms upon arrival. Restrooms will be used on an individual basis within cohort. Passing periods will be for teacher movement, not student. Hot Lunch will be given in the cafeteria, but eaten in the individual classrooms. Lobbies will be minimally utilized.</p> <p>Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p>Students will wipe down hard surfaces before and after math class and electives. Nightly, the maintenance staff will utilize the electrostatic cleaner and will wipe all desks, chairs, sinks, soap dispensers, paper towel dispensers, light switches, supplies, toys, door handles, etc. PE equipment will be sanitized in between each cohort.</p> <p>Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p> <p>We will have hand sanitizer at the entrance of every classroom for each staff member that enters and exits the classrooms. Hand washing will be encouraged for the classrooms that have sinks.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</p> <p><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.</p> <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). <p><input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</p> <p><input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</p>	<p>Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</p> <p>Consider sharing school protocols themselves.</p> <p>Protocols and information to be shared with staff can be found in section 1a. Communication will be regularly shared throughout the summer, during our fall inservice, and throughout the school year.</p> <p>Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.</p> <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). <p>See section 1a.</p> <p>Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</p>

See section 1a.

Provide all information in languages and formats accessible to the school community.

We will adhere to these guidelines as needed by our community.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:<ul style="list-style-type: none">● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.● Emergency signs that require immediate medical attention:<ul style="list-style-type: none">○ Trouble breathing○ Persistent pain or pressure in the chest○ New confusion or inability to awaken○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)○ Other severe symptoms<input checked="" 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 checked="" 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 checked="" 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>Duane Yirka will screen students utilizing the bus. Chaunteal Kronberger, the main office front office staff member, classroom teachers, and Mark Cotter will all be trained in identifying these symptoms and directing students to the appropriate locations prior to school opening in September. Communication will be made to parents prior to the school year so they are aware of the expectations and protocols.</p> <p>Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p>CCS will note the baseline or chronic symptoms exhibited by staff or students and will screen with this in mind.</p> <p>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> <p>Hand sanitizer will be available at every main entrance and classroom door. Many classrooms also have sinks that will be utilized in addition to the restroom sinks.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.<ul style="list-style-type: none">● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.<input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been	<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.● Adults in schools are limited to essential personnel only.● Essential visitors must wear face coverings, and wash or sanitize their hands upon entry and exit.

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

- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.

- Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 checked="" 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; ● 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. <input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> ● Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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: <ul style="list-style-type: none"> ● 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; <input checked="" type="checkbox"/> For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction. <input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> ● 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: 	<p>Face Coverings or Face Shield:</p> <ul style="list-style-type: none"> ● Everyone on campus will adhere to wearing a face covering or Face Shield at all times, including COTH and CCS staff. <ul style="list-style-type: none"> ○ An exception would be those in self-contained offices ○ Students and staff may remove masks briefly for eating and drinking, but must re-apply mask promptly ● We will review opposition to face masks on a case-by-case basis. ● Krissy Bennett will be in charge of determining a plan of action for those opposed to wearing a face mask based on their individual learning plan (ILP).

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.
 2. Placement determinations cannot be made due solely to the inability to wear a face covering.
 3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- 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
<input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ● Additional guidance for nurses and health staff. 	<p>Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>In the event that the already mentioned scanners observe a possible COVID-19 case in a student, they would be sent to their respective isolated rooms (isolation chamber) until they can leave the building with a parent or other designated person. If Duane Yirka suspects a bus rider upon arrival, they will be isolated on the Keizer campus and follow their guidelines. Staff members will leave campus immediately.</p> <p>Protocols for screening of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. ● Consider required physical arrangements to reduce risk of disease transmission.

- ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 - 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.
- ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "[Planning for COVID-19 Scenarios in Schools.](#)"
- ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.

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

Once COVID-19 suspected students are in the isolation chamber or conference room, a staff member in protection gear will collect the following information, record in FACTS, and give parents upon arrival:

- Name of student
- Reported symptoms/reason for health visit
- Temperature taken using a non-contact thermometer
- Time of onset
- Action taken
- Name of staff member involved in health check

Students visiting the office for a health check:

- Logs must be maintained for every student who enters the office for a health check, regardless of whether they are treated or sent home.
- Logs will include:
 - Name of student
 - Reported symptoms/reason for health visit
 - Time of onset
 - Action taken
 - Name of staff member involved in health check
- Staff and students with known or suspected COVID-19, or [displaying COVID-19 symptoms per current LPHA guidance](#), 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:
 - the passage of 10 calendar days after exposure;
 - Symptoms have been resolved for 24 hours without the use of anti-fever medications.



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
<ul style="list-style-type: none"> ☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☐ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <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.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
 - When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
 - Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
 - When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.
 - When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

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2b. ATTENDANCE

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

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<p>Technology Use:</p> <ul style="list-style-type: none"> ● Students in grades 1-6 will have sanitized chromebooks for classwork. They will be cleaned by the classroom teacher once returned to the Chromebook caddy. Chaunteal Kronberger will

confirm with the classroom teacher that sanitation took place upon return to the resource room.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for 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. 	<ul style="list-style-type: none"> ● Handwashing: All students will have access to hand washing prior to breakfast and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer ● Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. ● Events: Field trips will be designed virtually. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. ● Transitions/Hallways: Hallways will include signage to reduce contact. Transitions by grade-level cohort groups will be staggered according to the Cohort Transition Matrix to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible. ● 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, books, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. ● Restrooms: Restrooms assigned based on cohort rooms. Visual reminders will be used in all restrooms to encourage hygienic practices including: <ul style="list-style-type: none"> ○ Handwashing techniques ○ Covering coughs/sneezes ○ Social distancing

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☒ 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. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Arrival and Entry Student Screening:</p> <ul style="list-style-type: none"> ● Parents will receive clear drop off and pick up, and screening procedures. ● Staff will be assigned to each entry door to visually screen students. Staff will be trained on the primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. ● Hand sanitizing stations will be placed by each entrance point, and all students required to sanitize their hands prior to entering the building. ● All classes with outside doors will utilize those entrances; the classroom teacher will conduct a visual screen for the appearance of symptoms. ● When the screening indicates that a student may be symptomatic, or if a student reports experiencing symptoms, the student is directed to the respected isolation rooms. *Follow established protocol from CDC ● Because no student will be sent to class without passing the screening, the classroom teacher will update the cohort log for the screening while they input student arrival times. <p>Sign-In / Sign-Out Procedures:</p>

- Students entering or leaving the building at times other than arrival or dismissal will use respected office exit.
- Arrivals will be greeted at the door by a staff member to reduce office traffic.
- All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues 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: Classroom desks and tables will be arranged with students being seated a minimum of six feet apart. Students will use a single assigned seat at all times. The science lab will be utilized on specific days by smaller amounts of students within one cohort. • 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. Science lab equipment will be sanitized in between uses of different cohorts. • Handwashing: Signage at each sink/hand washing station will remind students and staff of effective handwashing practices • Furniture: All upholstered furniture and soft seating has been removed or designated off-limits from the school building. • Classroom Procedures: All K- classes will use an assigned cubby or storage spaces for individual student belongings. Older students will utilize their backpacks at all times. No lockers will be used as no passing time will be given.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<ul style="list-style-type: none"> • The playground will remain closed for public use. Signage will be posted sharing this information with the public. At that point, classes may use the playground for recess on a staggered schedule throughout the school day. • All playground structures will be disinfected daily and in between each cohort group. <ul style="list-style-type: none"> ○ Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). ○ Students must wash hands before and after using playground equipment. ○ Cleaning requirements will be maintained. ○ Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. ○ Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used. ○ The GAGA pit will remain closed until a change in regulations as physical distancing cannot be enforced. • The Eagles’ Nest Staff Lounge and The Concessions Room will be used for refrigeration only. Staff members will eat with their assigned classes or alone.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <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. <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). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <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><u>Lunch:</u></p> <ul style="list-style-type: none"> ● Students receiving hot lunch will be directed to the Cafeteria, following physical distancing guidelines in the hallway and lunch line. Once served, they will return to their classrooms. ● Staff members serving hot lunch will be wearing face shields or face coverings. No serving utensils will be shared among students, but they will be served by staff members. ● Cohorts will eat lunch in the classroom. ● All plates, napkins and utensils used will be disposable. ● Students wash hands before going to lunch. ● All lunch schedules will be staggered.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <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). <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. <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. <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. <input checked="" type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. 	<p><u>Transportation</u></p> <ul style="list-style-type: none"> ● Duane Yirka and/or Molly Cotter will utilize an electrostatic sprayer in order to sanitize the bus after every use, as morning and afternoon cohorts may differ. Church on the Hill will also be responsible for cleaning the bus after each use. ● Duane Yirka will be responsible for screening each student entering the bus and if a student looks like they are displaying COVID-19 symptoms, they will stay on the Keizer campus and follow their isolation guidelines.

- ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- ☒ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#), applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.

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2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems 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. ☒ 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. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ 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). ☒ 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). 	<ul style="list-style-type: none"> ● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily. ● Follow CDC guidelines for cleaning. ● Ventilation systems will be checked and maintained monthly by maintenance staff.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and 	<ul style="list-style-type: none"> ● Age appropriate hand hygiene and respiratory etiquette education to endorse prevention will be provided. This includes class training and signage in the school setting for health promotion. ● The school will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. ● COVID-19 specific infection control practices for staff and students will be communicated.

behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

- 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.

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 (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><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p>	<ul style="list-style-type: none"> • Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Re-entry to the building will be through an assigned entry point to reduce incidental contact.

- 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 checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and 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 checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input checked="" type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. <input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ● Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff 	<table border="1"> <tr> <td style="width: 100%; height: 654px;"></td> </tr> </table>	

- 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 checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<ul style="list-style-type: none"> ● We have contacted the LPHA and will continue to keep communication lines open. Once a positive case is confirmed, we will contact them specifically and follow their guidance. ● As stated before, we will contact individual families, classes, cohorts, and community in a timely fashion. ● We will adhere to the guidelines provided by the LPHA.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit.	

- Ensure continuous services and implement Comprehensive Distance Learning.
- Continue to provide meals for students.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" 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, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<ul style="list-style-type: none"> • In the event of school closure, all students and staff will participate in distance learning temporarily. • 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. Matt LeDuc and the maintenance team have put together a solid plan, while consulting experts, concerning the sanitation of each area of the school. • Communication will continue with all stakeholders in the event of distance learning and the plan to re-enter. • We will follow the guidance from the LPHA whether that be early ed, elementary, secondary, or a combination of the groups allowed to reenter. We will adjust as quickly and safely as possible.



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>