



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

### Garibaldi Grade School

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Garibaldi Grade School
Key Contact Person for this Plan	Janmarie Nugent
Phone Number of this Person	Office 503-322-0311
Email Address of this Person	janmarien@nknsd.org
Sectors and position titles of those who informed the plan	Janmarie Nugent, Garibaldi Grade School Principal Mike Reed, Bus Barn Director Melinda Ramage, K/1 Teacher Garrick Gordon, 4/5 Teacher Valerie Zwald, Instructional Assistant Ruth Weston, Literacy Coach Cherie Hasenoehrl, Counselor Jay Woika, Special Education Teacher
Local public health office(s) or officers(s)	Cerisa Albrechtsen- school nurse Melissa Paulissen- Health Department

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

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

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

	<a href="https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/">https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/</a>
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Janmarie Nugent
Intended Effective Dates for this Plan	September 2020, CDL November 2020, CDL with LIP March 2021- Onsite Model and Online Only Model (two programs within one school)
ESD Region	NWRESD

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.

- Neah-Kah-Nie District staff surveys (Spring, 2020/July, 2020);
- School district and school websites updated with a special COVID-19 page specifically for parents;
- School board weekly updates from superintendent;
- Operational Blueprint for School Reentry planning included as a school board meeting agenda item;
- Communication and meetings with Tillamook County Health Department and regional educators and other health department officials;
- Collaborated with Tillamook County Commissioners, NWRESD, and Tillamook County School Districts to write a successful \$350,000 Rural Connectivity Grant;
- Weekly meetings with Tillamook County school superintendents to discuss school reentry 2020-21;
- Parent and staff updates on NKN website and district Facebook;
- Meetings with Rinehart Clinic leadership and board of directors;
- Teams from each school attending virtual meetings hosted by ODE to review the new guidelines for schools in late June;
- Individual parent contacts by school secretaries to determine fall 2020 enrollment plans and transportation needs in late June;
- Student Investment Account Committee work to establish priorities- included major outreach to stakeholders (Parents, Community, Business Partners, Staff, School Board, Community College, ESD, and students);
- Distance Learning Survey for Parents - Spring 2020 in English and Spanish. EL families interviewed by phone to gather their responses;
- Regular emailed/posted newsletter to parents with a variety of school related information;
- Weekly meetings with staff to talk about current and future planning around scheduling, distance learning, and updates about COVID county stages throughout June;
- June 25 Blueprint regional meetings with ODE and multiple districts;
- June 22- met with First Student to discuss transportation and needs for district;
- Aug. 4- select teaching staff met with NWRESD staff to learn about online platforms, professional learning opportunities and curriculum. Teams met afterward to discuss and choose.

- August 4-6, administrators and selected staff participate in COSA Summer Conference: Preparing for the New Year
- On-going work with school and district teams to plan Limited In-Person September and October: District Leadership meetings, Staff meetings, Meetings with Transportation Director, Meetings with School Nurse
- On-going work with district staff, buildings teams to plan Onsite through March, District Leadership Meetings, Staff Meetings for planning and trainings, Meetings with Transportation Director, Meetings with School Nurse, Various communications to families via surveys in English and Spanish and letters and emails home

3. Select which instructional model will be used:

**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 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

\* **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.**

The Oregon Department of Education requires three consecutive weeks of 10 or fewer cases per 100,000 population and 5% or lower test positivity in the previous 7 days in a school’s county. The state must also have a test positivity rate of 5% or less in the previous 7 days for three consecutive weeks. Currently, the state remains above the 5% test positivity threshold. Positivity rate is the percentage of those tested who have COVID-19. Case numbers can depend on how many people are tested, but positivity rates show the prevalence in a population. From July 26 to August 1, the positivity rate in Oregon was 5.8% , with a case rate per 100,000 of 55.7. Tillamook County had a test positivity rate of 3.3% and case rate per 100,000 of 15.1.

The school district surveyed all staff; a high percentage of staff favor a Comprehensive Distance Learning model for staff safety and the safety of students. The school district will begin the school year in a CDL model as a “phase I” for nine to twelve weeks. If the state and county’s test positivity rates allow a hybrid model, this will allow the school district to move into “phase II”.

Now, as we move through the school year, I have families who would like to remain in an Online Program so we are going to continue to offer a CDI option even when we return to Onsite.

**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.**

Neah Kah Nie School District will align decision making and implementation of our CDL model to the ODE guidance. NKN SD has reviewed all CDL Guidance sections, and we believe we can successfully implement all of the requirements. We have teaching staff and school administrators attending the COSA conference Aug. 4-6 to learn as much as possible about implementing a successful CDL model and will start planning immediately afterward. At this time, the NKN School District does not have any accommodations for ODE to review.

**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 district admin team will be meeting weekly to talk about the current plan and how things are progressing. Each school will be revisiting their Operation Blueprint plans periodically based on what the district is discussing. We are planning on CDL for the first two trimesters of the school year and will watch the state percentages and county percentages in addition to taking guidance from our School Board on when to return to Onsite. We plan on being able to offer an Onsite model trimester three as long as it is safe and each school can meet the requirements as laid out in 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.*



### 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 1. Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a> . <ul style="list-style-type: none"> <li>OSHA has developed a <a href="#">risk assessment template</a>.</li> </ul>	1. Completed <a href="#">GGS risk assessment</a> and went over it with GGS Safety Committee February 2021.
<input type="checkbox"/> 2. Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.	2. We have implemented measures to limited the spread of COVID according to the measures required in RSSL and our updated <a href="#">Communicable Disease Plan</a> (we use the one from ODE).
<input type="checkbox"/> 3. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a> .	3. See above

- Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
  - OSHA has developed a sample [infection control plan](#).
4. Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
  5. Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
  6. 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.
  7. 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.
  8. Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
  9. Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
  10. Process to report to the LPHA any cluster of any illness among staff or students.
  11. Protocol to cooperate with the LPHA recommendations.
  12. Provide all logs and information to the LPHA in a timely manner.
  13. Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
  14. Protocol to isolate any ill or exposed persons from physical contact with others.
  15. Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
  16. 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](#).
    - 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.
  17. Required components of individual daily student/cohort logs include:
    - Child's name
    - Drop off/pick up time
    - Parent/guardian name and emergency contact information

4. Janmarie Nugent, Principal
5. We created an anonymous Google Form staff could use to submit concerns or questions to the head secretary who heads the Safety Committee. The principal also has access to the concerns to view. We share answer/changes in email or Safety Team minutes to the staff.
6. Cerisa Albrechtsen-school nurse  
Melissa Paulissen-Health Department  
<https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179> We also reviewed the studies documents in RSSL. We had vaccination experts locally speak to staff and admin. Our school nurse also regularly share national and local information with district leadership to help us make decisions.
7. Principal is continuing to train staff in weekly PD sessions during staff meetings. Attendance is documented and staff review recordings of any training they missed. All training is done via Zoom.
8. The person who has tested positive will be contacted by the health department first, then contact tracing goes into action. if we find out about a positive test then we contact our school nurse. Nurse recommendations:  
<https://drive.google.com/file/d/1i131cx7izy9ZeLlclXKiyGkpiL7jBm4-/view?usp=sharing>
9. GGS Sanitation Schedule--each classroom is required to be cleaned by a staff member who works in the space at least 2x's daily, after breakfast and during lunch/recess (as students will be eating in the cafeteria). Staff members will need to clean all surfaces between students. Everyone should have a cleaning schedule that will be signed/dated and logged in a classroom notebook. This information will be kept for the trimester.
10. Staff are required to report symptoms, concerns and positive test results to the building administrator immediately. Principal or designee notifies school nurse/Health Department and Superintendent. (If/when 3 or more students have been sent home from a cohort, it will be reported to the district nurse for further investigation).
11. We have all contact log systems in place at GGS.
12. We can provide all logs and information to the LPHA in a timely manner if requested. Logs can be faxed to 503-842-3983 Attention Public Health Staff. We are keeping logs digitally on students and physically for staff.
13. Screeners maintain/complete the [logs](#) every morning upon student entry, they are electronically maintained as a shared Google sheet (shared with all staff) and can be printed hard copy as needed. This [NKN Symptom List](#) will be used to train screeners and staff on symptoms to look for. Signage will be at all screening points regarding symptoms. We also send home the Symptom List for families to screen their children at home before school (and as a communication tool so they understand what we screen for).

<ul style="list-style-type: none"> <li>All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <p><input type="checkbox"/> 18. Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <ul style="list-style-type: none"> <li>See supplemental guidance on LPHA/school partnering on <a href="#">contact tracing</a>.</li> <li>Refer to <a href="#">OHA Policy on Sharing COVID-19 Information</a></li> </ul> <p><input type="checkbox"/> 19. Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input type="checkbox"/> 20. Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input type="checkbox"/> 21. Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in <a href="#">ODE's COVID-19 Weekly School Status</a> system.</p> <p><input type="checkbox"/> 22. Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<p>14. This is for persons needing to go to the Isolation Room as per our Symptom List decision making rules. The Isolation Room is a separate space and a designated staff person will supervise a student in the isolation room. This person (or people) will need to be trained on how to properly put on PPE. Refresher trainings on how to put on the PPE need to occur as no one has had to put it on yet. Our Isolation Room is located in the room next to the counselor's office. (See <a href="#">Isolation Room Protocol</a>.)</p> <p>15. Paul Erlebach, Superintendent, will be the point person for all communication about outbreaks at any facility. Staff report to Principals, Principals report to Superintendent, following the chain of command. Mr. Erlebach has been posting on our NKN Facebook and we will start communication via School Messenger as well to contact families.</p> <p>16, 17, &amp; 18. See <a href="#">GGS Daily Contact Log</a>. Logs are turned over to the Health Department in case of suspected cases. Health Department does the contact tracing. Daily log in Google Sheets is created from Synergy student data and is completed daily by trained staff posted at each entrance on arrival-students are screened for temperature and visual symptoms, cross referenced with transportation log (which is kept by First Student). We keep these logs weekly and can easily share with contact tracers if needed. Our school nurse helped us set up this system for the district. We pre-fill cohort staff contacts within a regular schedule, otherwise if there are others interacting with a cohort they sign the contact log in the classrooms.</p> <p>19. All itinerant staff will sign in at the front staff.</p> <p>20. Principals have met with our school nurse and our custodians in the schools to ensure that our clearing plans are in alignment with cleaning and disinfecting in <a href="#">this document</a> from the CDC.</p>
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**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 23. Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> 24. All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> 25. Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid</a>.</p>	<p>21. The principal does this for GGS.</p> <p>22. How we respond if a student or staff member gets sick at school is located <a href="#">here in the isolation measure document</a>. How we communicate with others is located <a href="#">here in our Public Communications document</a>.</p> <p>23. See below.</p> <p>24. See below.</p> <p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff (certified and classified)</p> <ul style="list-style-type: none"> <li>All staff that so identify will have the option of taking FMLA or leave options.</li> <li>All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.</li> <li>Students who experience disability will continue to receive specially designed instruction.</li> </ul>

<p><input type="checkbox"/> 26. 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"> <li>● Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>● 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.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>● 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 <a href="#">Oregon School Nurses Association</a>.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> <li>● Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>● Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>● High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students with language services will continue to receive English Language Development.</li> </ul> <p>25. Principals and the special education department have done that.</p> <p>26. Principals and school nurses have done this.</p>
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**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 27. 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 <b>use of all space</b> in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> <li>● Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</li> </ul>	<p>27. Each room has a room capacity number located outside of the door. The Head Custodian calculated room capacity based on the amount of space available in a classroom based on school blueprint.</p> <p>28. <a href="#">Cohort Log</a>. This document has room assignments and assigned restrooms. Hallways have physical distancing markers on the carpet to signal 6 foot spacing between students.</p> <p>29. Assigned entrance/exits have been established to minimize entry and exit wait times. There are markers on the concrete outside to signal 6 foot spacing between students.</p>

- 28. Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- 29. 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.
- 30. Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- 31. Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- 32. Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

30. We are offering an Online Program in addition to an Onsite program, so enrollment numbers Onsite have diminished some. We are maintaining each grade level team (K/1, 2/3, and 4/5) as a stable cohort to limit interactions amongst staff and students throughout the building.

31. We are a PBIS school and we have been training students as they have come in for Limited In-Person Instruction. Students are shown videos prior to coming to school and practice during school. Staff are continuing to remind/reteach mask wearing, physical distancing, flow of traffic, eating in classrooms and using cohorted bathrooms, etc.

32. Staff meetings are held online as are trainings for staff. If staff elect to meet in the same room as others, physical distancing of at least 6 feet will be maintained and masks will be worn with a maximum of 3 staff in a shared space. Windows must also be open.

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 33. Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul>	33. We are making our cohort size to include grade level teams, which is no larger than 34 in the largest cohort of students. We are keeping the cohort size under room capacity and are planning all activities to maintain stable cohorts.
<input type="checkbox"/> 34. Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week <sup>4</sup> , unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.	34. The cohorts of students will not be larger than 34 students during lunch and recess. Otherwise they will be in groups of approximately 13-16 students in a room.
<input type="checkbox"/> 35. 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).	35. Our contact log system was explained above in #16-#19.
<input type="checkbox"/> 36. Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	36. See cohorting document to see how we are maintaining stable <a href="#">cohorts at GGS</a> .
<input type="checkbox"/> 37. Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	37. Each staff member will be responsible for their area to clean and has products to clean with, gloves, cloths, signage and a clearing log to complete 2x a day (after breakfast and during lunch/recess). When contact tracing is implemented, clearing log will be provided with the logs. All staff have been trained on how to clean correctly with the supplies we have and have been trained to limit shared materials in class and to clean in between shared student spaces.
<input type="checkbox"/> 38. Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards <sup>5</sup> , and peers.	38. Cohorts will be designed by grade levels teams which are already balanced by gender and other subgroups.
<input type="checkbox"/> 39. Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	39. There are logs to sign in and out. Staff are required to wear a face covering over mouth and nose, wash hands or sanitize upon entering and exiting a new space and keep six feet apart. Staff are also required to clean any surface after use (staff that stay less than 15 minute are not considered part of the cohort). We are assigning staff to keep cohorts as stable as possible for both students and staff.
<input type="checkbox"/> 40. Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in	40. Staffing decisions have been made with this in mind. Specialists will Zoom in for their time in the classroom, or will be part of a single grade level team if they are teaching in person.

<sup>4</sup> The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

<sup>5</sup> Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

### 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 41. 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.	41. The principal has been communicating with staff in weekly staff meetings and doing regular periodic trainings to keep the trainings fresh in their minds. Protocols will be housed in a shared Google Drive for staff to review and use with students.
<input type="checkbox"/> 42. Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ( <a href="#">see section 8b</a> of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.	42. This is being done currently and meetings that have trainings are recorded and shared with those who are not present. Attendance is taken in order to track who has completed which trainings. There is also time for collaboration and Q&A with staff during these meetings to keep everyone on the same page.
<input type="checkbox"/> 43. Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(d) and (e)</a> .	43. We have signage around the building including physical distancing, masks required, symptoms list, etc.
<input type="checkbox"/> 44. Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> <li>OSHA has developed a <a href="#">model notification policy</a>.</li> </ul>	44. Principal or designee with confirm this information from our public health officials or parents. This information will be given to the principal and superintendent first. Public health will be able to advise better after cohort lists, cleaning records, classroom contact logs have been gathered and reviewed. We have used <a href="#">this public health communication information</a> to prepare for this situation as it arises. Currently, our Superintendent is communicating any positive cases in the district to the public and the school team (principal and secretaries) would alert staff and students as directed to by public health.
<input type="checkbox"/> 45. Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.	45. Staff cannot disclose any personal identifiers such as staff or students name, age, whom they live with or where they live, to other staff or community members. This information can be shared with local public health if you are in good faith making a report. However, if you knowingly report incorrect information in an attempt to find out confidential information this is considered a breach of HIPPA and come with steep fines.
<input type="checkbox"/> 46. Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.	You can disclose that someone in the students cohort has gone home sick or has tested positive. Here's a link to the Department of Education's communication toolkit that we have reviewed and <a href="#">plan to use</a> .
<input type="checkbox"/> 47. Provide all information in languages and formats accessible to the school community.	46. See #41 above for staff trainings. 47. Our communication is translated to go home in the family's home language.

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 48. Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> </ul>	48. This is what we communicate to families. We use the same <a href="#">Symptoms Screener List</a> for staff, students and families to use. Our school nurse helped to develop it. We have also reviewed the emergency signs that require immediate medical attention in a staff meeting training.  49 & 50. This has continued to be something we stress here at GGS as a first line of defense for keeping all parties safe and healthy. See #48 above.  <b>Screening Staff</b> <ul style="list-style-type: none"> <li>Staff will be required to complete daily self screening protocol before reporting for work.</li> </ul>

<ul style="list-style-type: none"> <li>● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input type="checkbox"/> 49. Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><input type="checkbox"/> 50. 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. <a href="#">See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.</a></p> <p><input type="checkbox"/> 51. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input type="checkbox"/> 52. Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> <li>● Staff are required to report when they <u>may have been</u> exposed to COVID-19.(Contact your school nurse or principal with questions.)</li> <li>● Staff are required to call in sick when they have symptoms related to COVID-19, and contact their principal by phone.</li> <li>● Staff members are not responsible for screening other staff members for symptoms.</li> <li>● Nursing will recommend that ill staff or family members seek COVID testing.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>● Guidelines for return to school after illness can be found in our Communicable Disease Plan.</li> <li>● Parents will be reminded (through regular letters and on school voicemail messages) to report actual symptoms, including as part of communicable disease surveillance. Secretaries/Health Aides will document those comments on the COVID Symptom Monitoring spreadsheet. Nursing will be notified when a positive COVID test is reported.</li> <li>● Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and with TCHD permission after symptoms (e.g., fever, cough, shortness of breath,sore throat, headache) are improving.</li> <li>● We have reviewed/trained on <a href="#">the Planning for COVID 19 Scenarios in School doc</a> as well.</li> </ul> <p>51. Staff have been trained on this item.</p> <p>52. This is part of our contact log/entry procedure for both staff and students.</p>
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**1g. VISITORS/VOLUNTEERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 53. Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> <li>● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <p><input type="checkbox"/> 54. Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input type="checkbox"/> 55. Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> 56. Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <b>Ready Schools, Safe Learners</b> guidance.</p>	<p>#53-#56: Non-Essential Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities required in person interaction, at this time,. Adults at school are limited to essential personnel only.</p> <p>Essential Visitors/Volunteers will be required to wash/sanitize upon entry to the building, complete a paper/digital screening, and will be required to wear appropriate face-coverings.</p> <p>Protocols for dropping off/picking up students before, after, or during the school days will be revised to ensure individuals outside of staff/students have no access to buildings.</p> <p>Staggered arrival and departure times have been developed with the bus barn.</p> <p>School Day Student Check-In/Out: Students will report in or out from office through main entry- they will be buzzed in by Secretary...Students will be screened and checked in at Main Office, travel directly to classroom (one way through halls)</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 57. Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p>	<p>57. We have masks to provide any adult or child who needs one.</p>

- 58. Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- 59. Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- 60. Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- 61. Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- 62. Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  - [Additional guidance](#) for nurses and health staff.

**Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance**

- 63. If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  - 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 must 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.
- 64. 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.
- 65. Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or

58 & 59. Face coverings or face shields are required for all students in grades K-5, all staff, contractors or other service providers, visitors and volunteers. Nursing staff or staff members providing direct care to students exhibiting symptoms should take extra precautions- full PPE kits are provided (mask, shield, protective clothing and gloves)

A face covering is made of cloth and covers the nose and mouth. A face shield is a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face. Face masks are medical grade surgical or N95 masks that should be reserved for medical personnel where possible. The use of face coverings, shields, or masks does not change physical distancing requirements.

Lack of access to a face covering cannot be a barrier to instruction; each school has a responsibility to ensure that students have access to usable face coverings.

We are aware that certain students or staff with certain medical conditions or disabilities may need teaching or accommodations around this requirement and have that in place.

60. We have this in place already.

61 & 63. Students are able to take a sensory break at their desk as they have materials available to them. A mask break can be done quickly at their desk, but if they need a longer mask break, an adult will take the child outside for the necessary break.

**Students who abstain from wearing a face covering, or students whose families determine that the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option, however, additional provisions apply to students protected under ADA and IDEA.**

For students with 504 or IEP plans, face coverings will be reviewed on a case-by-case basis, however please refer to the ODE and OHA's Ready Schools, Safe Learners document for more information.

ODE, OHA, schools, families, and community organizations have important new roles in preparing families and caretakers to **prepare younger children to wear face coverings safely** and effectively. This includes instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and how to allow for "face covering breaks" during instruction. **If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must:**

- Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;
- Provide additional instructional supports to effectively wear a face covering;
- Provide students adequate support to re-engage in safely wearing a face covering;

the current plan in effect for the student if appropriately developed after March of 2020.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.
  2. Not make placement determinations solely on the inability to wear a face covering.
  3. Include updates to accommodations and modifications to support students in plans.
- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
  2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
    - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
    - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
  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.

- 66. 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.
- 67. If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction (Ready Schools, Safe Learners).

All PPE is stored just outside our isolation room. All staff have masks and face shields, and gloves available to them.

62. We provide face shields for SLP’s and anyone else who asks.

63- above

64. Appropriate staff have been trained on this.

65 & 66 & 67. Students with existing medical conditions and doctors orders to not wear face coverings will not be denied in-person instruction. Staff serving these students in person will receive training and will be provided with PPE. Schools will comply with existing IEP and 504 plans. Plans will be updated to identify specially designed instruction or modifications needed during CDL, Limited In Person, Hybrid and In Person instruction consistent with ODE requirements. If students demonstrate an inability to consistently wear a face covering the school will initiate a team review of the circumstances and may refer the student for IEP or 504 evaluation if it might be due to a disability.

If staff members require accommodation for the face covering or face shield, the district will work with the staff member to provide an accommodation which may include limiting the staff member’s proximity to others in order to minimize the possibility of exposure. Staff must request an accommodation from their building principal and may be asked to provide a medical statement supporting the need for accommodation.

See [this document](#) for what the district used to plan for masks, face shields and plastic barriers.

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 68. 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.	68. Schools will follow established Isolation Room Procedures in collaboration with School Nursing Staff
<input type="checkbox"/> 69. Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the <a href="#">COVID-19 Exclusion Summary Guide</a> .	69. All students are screened for symptoms at home by their families, upon entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian for the bus. The school will screen for temperature and symptoms daily at the entry point

<ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. 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 if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs.</li> </ul> <p><input type="checkbox"/> 70. Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>• School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual shall wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input type="checkbox"/> 71. Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input type="checkbox"/> 72. 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 <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></p> <p><input type="checkbox"/> 73. Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input type="checkbox"/> 74. Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input type="checkbox"/> 75. The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>for each cohort.. Staff members can self-screen and attest to their own health.</p> <p>70. ISOLATION MEASURES-SCHOOL BUILDING: ● ● Each school principal (or designee) will connect weekly with the school nurse on updates to the plan and isolation measures taken to that point. ● All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided facial covering and should wear one. Staff will wear a facial covering and maintain physical distancing, but never leave a child unattended. ● While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ● Isolation space should not create a stigma, it should have a negative air flow. Ventilation systems including High Particulate Air (HEPA) filters will be used where possible including in areas where students with special health care needs receive medication or treatments. ● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the LPHA.</p> <p>Staff Training provided:in August as staff reported back to buildings. They are signing Contact Logs and self-screening daily. A booster training was provided in November and in January/Feb.</p> <p>Office health room will be used for typical (non-covid related symptoms)-tired, medicine administration...</p> <p>Isolation room is located next to counselor's office.</p> <p>71.-ISOLATION MEASURES -TRANSPORTATION: ● Students who are screened on the bus in the morning and are deemed to possibly have COVID-19 symptoms will be placed in a single seat in the front of the bus. The bus driver will communicate with school staff the symptoms of the student. School staff will place the student in the isolation area and follow other protocols as described in the pandemic response plan.</p> <p>Students who are on the bus in the afternoon who are deemed to have COVID-19 symptoms will be delivered (as close as possible to the home) and the bus driver will need to notify school personnel. School personnel will notify parents.</p> <p>BUS ISOLATION: If a student must be isolated, driver/assistant will call ahead and let staff know that they are arriving with a student who needs to be isolated.</p> <p>Students are brought to isolation room at gym office (allows for supervision, ventilation, with air purifier)</p> <p>72. This idea of "staying home and erring on the side of safety" has been trained to staff and communicated to families multiple times.Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the TCHD.</p>
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73. The school nurse has assisted in the development of all protocols and will consult for symptomatic students or staff or we will just send them home if they have symptoms and cannot locate her at another building- we are erring on the side of caution and safety..

74. The school nurse has assisted in the development of all protocols and will consult for symptomatic students or staff or we will just send them home if they have symptoms and cannot locate her at another building- we are erring on the side of caution and safety.

75. We are providing CDL to students who choose to or must remain home.



## 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
<input type="checkbox"/> 76. Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	76. STUDENT ENROLLMENT: All students will be enrolled following the Oregon Department of Education guidelines.
<input type="checkbox"/> 77. 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"> <li>• The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul>	Students will be encouraged to register online and will be contacted by school staff to schedule a video conference/ on-site follow-up appointment.  Safety protocols will be put into place for any student/family who would like to register on site, or come in for a follow-up registration/enrollment appointment (Typically a new family )
<input type="checkbox"/> 78. 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.	77. ATTENDANCE POLICIES: No student will be dropped for non-attendance unless we receive a records request from another school/ district.  78. We follow up with teach contact, principal letters and phone calls, Family Resource Coordinator if applicable, or even home visits. We typically call daily, not weekly.
<input type="checkbox"/> 79. 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	79. Within 10 days of receiving registration paperwork, a records request is sent.  80. ENROLLMENT/ATTENDANCE OPTIONS FOR FAMILIES:

documentation from another school that a student has enrolled, drop that student from your roll.

- 80. Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- 81. When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- 82. 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.

- All students started the year in CDL. Families will choose to keep their child in an Online program or move to Onsite in March.
- Processes will be put into place that will allow the school to move students and staff in and out of online and on-site as needed throughout the year, based on metrics. Safety is our focus.

81. We will make contact weekly if a student is absent due to Covid- 19 or a pre-arranged absence.

82. Students are kept enrolled and are marked absent until the school receives a records request or notice of approved interdistrict transfer.

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 83. 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).</li> <li><input type="checkbox"/> 84. 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).</li> <li><input type="checkbox"/> 85. 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.</li> <li><input type="checkbox"/> 86. 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.</li> <li><input type="checkbox"/> 87. 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.</li> </ul>	<p><b>83 STUDENT ATTENDANCE:</b></p> <p>The district will develop and regularly communicate with students and families expectations around participation, engagement, and attendance of both remote and on-site learning.</p> <p><b>ON-SITE ATTENDANCE:</b></p> <p>- Attendance will be taken once per day (K-5) and accurately recorded in Synergy.</p> <p><b>CDL ATTENDANCE:</b></p> <p>Classroom teachers will report on student participation, engagement, or interaction with a teacher or paraprofessional <b>within the previous 24 hour period.</b></p> <p>This evidence may include:</p> <p>Participating in a video class; Communication from the student to the teacher via chat, text message or email; A phone call with the student, or, for younger students, with the parent; Posting completed coursework to a learning management system or web-based platform or via email; or Turning in completed coursework on a given day. Attendance policies and practices will encourage students/staff to stay home if someone in their house is sick or may have been exposed to an unconfirmed case of COVID-19. Secretaries will notify the principal when absence rates increase or reach 20% of a classroom/extended cohort. In addition, the secretary will maintain a COVID Symptom Monitoring spreadsheet, tracking student absences due to fever/respiratory illness. School principals will notify school nurses and the superintendent of any cluster illnesses within cohorts.</p> <p>84 &amp; 85 &amp; 86: N/A</p> <p>87. We have done that at the beginning of the year and continue to do that through school newsletters, and emails home.</p>

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**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 88. Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 89. Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> <li><input type="checkbox"/> 90. If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.</li> </ul>	<p>88 &amp; 89: The District will attempt to provide each student with their own chromebook device. ● Students who need a device will have the option to take the device home for at-home use. ● Additional devices will be accessible for in-building use for students with broken devices or devices left at home. ● School devices will be cleaned and sanitized between each use. ● Update School Reopening Survey to collect information about the numbers, types, and condition of devices used in homes to support CDL. ● Share a list of all software and student facing technology solutions with families ● Review technology policies and data privacy policies and update if needed ● During check-out and check-in procedures, social distancing and safety measures will be utilized.</p> <p>DISTRICT TECHNOLOGY AND CONNECTIVITY SUPPORTS ● NKN is working with county teams to provide additional connectivity for families. All schools have wireless in their parking lots. We will continue to ensure adequate internet access for all families to the degree possible.</p> <p>90. We do not have outside learning areas at this time (with technology).</p>

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>91. Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</li> <li><input type="checkbox"/> <b>92. Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input type="checkbox"/> <b>93. Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li><input type="checkbox"/> <b>94. Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>95. Personal Property:</b> Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Handwashing::</b>(Signage Provided) ● All people on campus should be advised and encouraged to wash their hands upon building entry and frequently throughout the day. ● Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. ● All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. ● Students will be directed to use hand sanitizer before and after use of cohort assigned recreation equipment or Playground Structures. ● Students must wash their hands before meals and will be encouraged to do so after. ● Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette. ● All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups. ● Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playgrounds.</li> <li>● <b>Equipment:</b> ● Sharing of supplies will be restricted when possible. The families supply their child’s school supplies, however, if they are unable to provide all supplies, the school will provide supplies (we will use FRC funds to provide as needed). ● students will each have a designated place to keep individual supplies ● Any shared equipment will be cleaned between users.</li> <li>● <b>Events:</b> Off-site field trips and events requiring visitors or volunteers have been canceled. ● Virtual field trips may be provided. ● In-school events will be modified to follow cohort and social distancing guidance. ● Use of the building by outside groups will not be allowed. ● Use of facilities for District sponsored athletics and activities shall be coordinated through the building principal if</li> </ul>

allowed in the future.

- **Transitions/Hallways:** ● Hallways will include one-way traffic markings to reduce contact. ● Transitions by grade-level cohort groups will be staggered to reduce contact. ● Student cohorts will remain in the classroom with adult transitions when possible. ● Cohort classrooms will be assigned by building area/level to allow access to a single bathroom throughout the school day
- **Personal Property:** ● The district will provide guidance for all families as to what items can be brought to/from school. ● Students will use alternating hooks in the hallway outside classes or use chairs/desks in the classrooms to store personal property or areas labeled in the classrooms. Personal property must be labeled with a student name and will only be used by the student.

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 96. Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> 97. Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> 98. Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 99. 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"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> <input type="checkbox"/> 100. 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>96. We have markings for distancing during arrival and dismissal procedures. Cleaning requirements are taken care of during the custodian's enhanced covid cleaning schedule</p> <p>97 &amp; 98 &amp; 99- See <a href="#">Cohort Doc</a> for information. All are in place.</p> <p>ARRIVAL PROCEDURES: ● Schedules with staggered arrival/dismissal times for cohorts will be established. Each cohort has been assigned a designated entrance. ● Students and parents will receive ongoing instruction about arrival and dismissal procedures. ● Arrival/dismissal procedures will be put into place to ensure cohort separation, distancing and cleaning requirements can be met. ● In addition to visual screening and a temperature check upon arrival, each building will incorporate the student log to check students in and out of the building for arrival/dismissal. ● Hand Sanitizer stations will be available at each school entry location and high-traffic areas.</p> <p>Late students check in at the office by using the intercom to be let in and will be screened by office staff. We use a digital contact log for students.</p> <p>100. BUILDING HAND SANITIZER STATION LOCATIONS: ● Sanitizer will be available throughout the building and inside classrooms ● Stations available at each entrance ● Main Office</p> <p>We communicated with parents about drop off/pick up and have a staff person out there to run that system.</p>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>101. Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> <b>102. Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> <b>103. Handwashing:</b> 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	<p><b>101. Seating:</b> ● Student desks and tables will be arranged to allow students to remain at least six feet apart. ● Assigned seating will be utilized so students are in the same seat at all times.</p> <p>FURNITURE ● All upholstered furniture and soft seating has been removed from the school building</p> <p>CLASSROOM ENVIRONMENT: ● Teachers will use tape, stickers, signs, etc. to illustrate traffic flow, appropriate spacing, assigned seating areas. ● Ventilation is being addressed in every building. Open windows, fans,</p>

and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.

- Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

supplemental ventilation tools, and outdoor spaces will be used when appropriate ●Students will receive regular and frequent instruction on supply use procedures and classroom cleaning/sanitation processes, including handwashing.

**102. 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. ● All students will have a designated location to keep personal supplies/equipment within the classroom. ● Hand sanitizer and tissues will be available for use by students and staff.

**103. Handwashing: HANDWASHING-CLASSROOM:** ● Staff are trained on proper handwashing and have set up systems in classes to remind students to wash hands frequently ● All people on campus should be advised and encouraged to wash their hands frequently. ● Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. ● All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. ● Students will be directed to wash their hands before and after use of playground equipment or use hand sanitizer. ● Students must wash their hands before meals and will be encouraged to do so after. ● Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette. ● All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups. ● Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playground areas

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 104. Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a> ).	104. They are currently closed during the day but are open during non-school hours.
<input type="checkbox"/> 105. After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.	105.-Restrooms are equipped with soap and water. Handwashing procedures are posted in all restroom areas and in classrooms. We also train students with videos.
<input type="checkbox"/> 106. 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.	106. Schedules have been developed for cohort use of school playground/recess/field spaces, with a regular cleaning/sanitation schedule.
<input type="checkbox"/> 107. Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a> .	106. All students will use hand sanitizer or wash their hands before and after recesses.
<input type="checkbox"/> 108. Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).	107 & 108 & 109 & 110 & 111 & 112. Outdoor facilities and equipment use will be restricted/organized by cohort/grade level team, and any shared equipment will be adequately sanitized daily. We just built a new covered outdoor play area so have multiple spots for each cohort to play the upper level, lower level and field.. Cohorts are small enough (36 or less) and spaces are big enough to allow for lots of outside play with students physically distanced.
<input type="checkbox"/> 109. Maintain physical distancing requirements, stable cohorts, and square footage requirements.	113. We are a PBIS school and continue to train staff on Active Supervision for recess. We have already added signage to all work areas/learning spaces with room capacity based on the 35 sq ft per person rule. We have a “3 people max in a room with open windows and masks and 6 feet apart” rule districtwide. See 1c #27 for more info on room capacity.
<input type="checkbox"/> 110. Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	
<input type="checkbox"/> 111. Design recess activities that allow for physical distancing and maintenance of stable cohorts.	
<input type="checkbox"/> 112. Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> .	

- 113. Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

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## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 114. Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> 115. Prohibit self-service buffet-style meals.</li> <li><input type="checkbox"/> 116. Prohibit sharing of food and drinks among students and/or staff.</li> <li><input type="checkbox"/> 117. 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.</li> <li><input type="checkbox"/> 118. Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.</li> <li><input type="checkbox"/> 119. Students and staff 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 shall be encouraged to do so after.</li> <li><input type="checkbox"/> 120. Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li><input type="checkbox"/> 121. Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> 122. Adequate cleaning and disinfection of tables between meal periods.</li> <li><input type="checkbox"/> 123. Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.</li> </ul>	<p>114. Ashley Arthur- food services coordinator and head cook Robyn Roy have been included in planning and delivery meals and scheduling.</p> <p>115. Breakfast/Lunch will be served in pre-packaged containers on trays in the classroom, prepared in the cafeteria.</p> <p>116. -Students will not share utensils, food or other items during meals.</p> <p>117. When eating students may remove face coverings but must maintain 6 feet of distance from others. Desks/Tables in classrooms will be at least 6 feet apart.</p> <p>118. Staff serving or supervising meals will wear face coverings and be offered gloves and face shields. Staff may supervise from the doorway and must remain at least 6 feet away. We are communicating with parents that staff will be “hands off” so that students must be able to open/close their own lunch and beverage containers....staff will not assist.</p> <p>119. Handwashing and/or hand sanitizing will be required before meals and encouraged for after meals.</p> <p>120 &amp; 121 &amp; 122: Student meals will be delivered to each classroom by school staff.. Physical distancing requirements must be maintained when meals are being delivered. Handwashing and surface cleaning and sanitizing before and after meals will be implemented. We will not be using point of sale keypad. A paper list accounting will be utilized to track meal charges and payments.</p> <p>Care will be taken to maintain the safety of students with life threatening food allergies when food is consumed in the classroom.</p> <p>OFF SITE FOOD SERVICE: Students will be provided meals for those days when they are not scheduled to be in buildings.</p> <p>123: Staff are encouraged to eat in their own spaces, one in one out of staff room/ outdoors maintaining 6 ft. physical distance. Staff have staggered lunch times and breaks by team. They are required to wear face covering except when eating their meal.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 124. Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> 125. Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 126. Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off</li> </ul>	<p>124. Michael Reed- First Student was an integral member of our re-opening team planning and decision making.</p> <p>125. Students enter sanitized busses, after first run busses are sprayed with DS1 disinfectant to be ready for the next run. This process is repeated for more frequent runs.</p> <p>126. Hand sanitizer is available and used.</p>

- the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
- 127. Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
    - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
      - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
      - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
    - If arriving at school, notify staff to begin isolation measures.
      - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
  - 128. 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.
  - 129. Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the **Ready Schools, Safe Learners** guidance.
  - 130. 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).
  - 131. Face coverings for all students, applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings. This prevents eating while on the bus.
  - 132. Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

127. The Bus Barn is in charge of developing and implementing their protocols. Students will be screened by parents at home before riding buses or coming to school. Students will use hand sanitizer prior to entry on the bus. One student per seat unless they are siblings.. Visual screening of students will be completed. Students with visual symptoms will be placed in the isolation seat 6 feet from the driver and other students. Students will be seated upon entry from the back seat forward. Students will exit the bus from the first seat first. Bus driver maintains a bus attendance list to support contract tracing. All students wear face coverings at all times and the bus driver has masks to give out if needed.
- 128: A student's individual education plans will list needed transportation accommodations or modifications, Case managers will consult with bus drivers regarding specific services required.
- 129: They all wear masks.
130. Prior to Onsite, information in our families' home language will be shared with parent and transportation lists, schedules and procedures will be communicated by the bus barn and school.
131. Students in grades k-12 are required to wear face coverings. Our school district has taken a stronger stance with this and is requiring it for preschool, too. Guidance with respect to students wearing or not wearing face coverings in school will be applied to transportation settings (see section 1h of this document)
132. The buses are continuing to have open windows during routes to increase fresh air/ventilation.

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 133. 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 ( <a href="#">CDC guidance</a> ) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.	133. Buildings are using <a href="#">this document</a> from the CDC to put together in-building protocols for cleaning, disinfecting and to keep our staff and students safe.
<input type="checkbox"/> 134. Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.	134. We do not have outdoor learning spaces at this time, but if we do in the future, we will follow this.
<input type="checkbox"/> 135. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a> .	135. Playground structure will be sprayed down once/day. Frequently touched surfaces (e.g. playground equipment, door handles, sink handles, water bottle filling stations, banisters, etc.) will be cleaned, sanitized, and disinfected multiple times per day. All surfaces will be cleaned and disinfected according to current evidence-based CDC guidance.
<input type="checkbox"/> 136. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	
<input type="checkbox"/> 137. 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.
- 138. Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
  - 139. Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
  - 140. All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
  - 141. Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
  - 142. Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
  - 143. Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
  - 144. 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](#)).

136 & 137. Disinfectants will be safely and correctly applied following labeling directions. These products will be kept away from students. To reduce the risk of asthma, disinfectants will be chosen from 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. Staff have all been trained to use our cleaners and sanitizers and there are ample labeled bottles around the school. NKN SD uses Hillyard's QT Plus; it was chosen for effectiveness and safety of the product.

138. We have two air handler systems, one that serves the classrooms and one that is for the gym and cafeteria. Those rooms that do not have an air handler system have HEPA filtered air purifiers based on the square footage of the room. Windows are open and the air handler systems are running throughout the day.

139 & 140. We do not have an HVAC system, but ensure that it works daily. We have a schedule to clean the air filters in the air purifiers throughout the building.

141. Fans will not be used in classrooms in order to lessen the risk of pollen/allergies to exacerbate asthma symptoms in students and staff.

142. The need for increased ventilation in areas where students with special health care needs receive medication or treatments will be considered (Ready Schools, Safe Learners). At this time we have open windows and air purifiers to increase safety.

143. Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces.

144. High Efficiency Particulate Air (HEPA) filters will be used where possible, possibly including vacuum cleaners. Schools will consider running ventilation systems continuously and changing filters more frequently.

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 145. 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.</li> <li><input type="checkbox"/> 146. Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<p>145. Nursing staff will be used in supporting the development of this plan. District will review staffing needs of Health Services based on the plan.</p> <p>146. Cerisa Albrechtsen, School Nurse, Cherie Hasnenoehr!- School Counselor, Consultation with Rinehart Clinic and Tillamook Family Counseling mental health, staff will collaborate and implement the plan.</p> <p>The District will implement a plan for maintaining health services for all students.</p>

## 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 147. Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</li> </ul>	147-154: N/A

- 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
148. Review and take into consideration [CDC guidance](#) for shared or congregate housing:
- 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.

**Exception**

K-12 boarding schools that do not meet the Advisory Metrics (Section O of the **Ready Schools, Safe Learners** guidance) may operate, in consultation with their Local Public Health Authority, provided that:

- 149. They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the **Ready Schools, Safe Learners** guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.
- 150. The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- 151. There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- 152. Less than 10% of staff, employees, or contractors (in total) are traveling to or from campus. Staff in this designation will:
  - Limit travel to essential functions.
  - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- 153. Any boarding students newly arriving to campus will either:
  - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
  - Quarantine on campus for 14 days.\*

\* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

- 154. Student transportation off-campus is limited to medical care.

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 155. In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> 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	155 & 156. The same emergency drills we practice in person will be initiated during CDL and Onsite instruction.

<p>instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Fire drills must be conducted monthly.</li> <li>Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>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.</li> </ul> <p><input type="checkbox"/> 156. Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input type="checkbox"/> 157. When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> 158. Drills shall not be practiced unless they can be practiced correctly.</p> <p><input type="checkbox"/> 159. Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input type="checkbox"/> 160. 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).</p> <p><input type="checkbox"/> 161. 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.</p>	<p>Our Safety Team reviews upcoming drills monthly and shares out with staff. to plan the school-wide drills at our monthly Safety Meetings. GGS partners with local fire department to share out information with families. In person drills will be practiced with 6 feet of distance being monitored and enforced by staff.</p> <p>157. We have not yet had to compromise the 6 feet of physical distancing, but are aware of this time restriction if needed.</p> <p>158. We practice correctly.</p> <p>159. We train for drills at the beginning of the year and then in Staff Meetings as needed.</p> <p>160. We will be all Onsite and in CDL. Both programs will practice drills.</p> <p>161. We will require this</p>
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**2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 162. Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input type="checkbox"/> 163. Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input type="checkbox"/> 164. Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input type="checkbox"/> 165. Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input type="checkbox"/> 166. Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input type="checkbox"/> 167. Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <p><input type="checkbox"/> 168. Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p>	<p>162 &amp; 163: GGSutilizes PBIS- Positive Behavior and Instructional Intervention Support program to proactively plan expectation reviews and skill building activities for students across all school settings and activities. We are also a school that uses the Zones of Regulation with students for teaching behavior regulation and behavior regulating strategies along with the Toolkit Tools.</p> <p>164 &amp; 165: Target staff are trained in restraint and de escalation strategies using the MANDT system. Staff have and will continue to receive training in Trauma Informed Care practices, Social Emotional Learning practices. All cohorts will receive bi-weekly 15 minute Social Emotional Learning (SEL) lessons with the school counselor to integrate SEL practices, including self-regulation strategies, school-wide. We implemented Morning Meetings in all classes as a daily routine to create a positive school culture and family feeling.</p> <p>166 &amp; 167. We have ongoing trainings at staff meetings to talk about providing lagging skill instruction and de-escalation strategies. We focus the majority of our efforts on forming relationships with students and their families. The counselor is also starting some professional development around regulating emotions and learning that will stretch</p>

- Student elopes from area
    - If staff need to intervene for student safety, staff should:
      - 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.
    - If students leave the classroom:
      - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      - Ensure physical distancing and separation occur, to the maximum extent possible.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
    - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
    - If staff need to intervene for student safety, staff should:
      - Maintain student dignity throughout and following the incident.
      - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
- \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
169. 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.

us and help us reach the next step in modeling our behavior and the importance of recognizing and naming emotions.

168. The school counselor, Family Resource Coordinator and Principal discuss and plan for behavior mitigation strategies. We have students use our “green room” to help them calm themselves and identifying the problem. If a student does need to be removed or having difficulties, contact logs will be used (we have one in each room) and we have cleaning routines set if a student needs to utilize the space.

169. We have markers outside of classrooms indicating if a room needs to be cleaned and sanitized. If a student or person unexpectedly needs to utilize the space, when the student is calm and back in class, the adult is to clean/disinfect the area the child was.

## 2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 170. Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	170. Our nurse worked with each school and custodians to order PPE for all staff who will be interacting with dysregulated students. Staff who may need to wear PPE are trained on this.



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 171. Review the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> 172. Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	171. We are training staff on this guideline during staff meetings in late Feb. 172. Our school nurse also works for the county's health department, so we have a direct link to the LPHA.

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 173. Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> 174. Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> 175. Continue to provide meals for students.	173. Admin have been trained on this guidance and are training the building staff. We work closely with our school nurse as situations arise.  174. We are planning to offer CDL to any students needing to quarantine. We have been in a very successful CDL model so far this year, so could move to that fairly easily..  175. Meals will be offered for pickup at any district school for students in CDL at home. If we move to full CDL, buses would be available to bus meals out into the community again.

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 176. Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> 177. Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> 178. 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.	176. Admin have been trained on this guidance and are training the building staff. We work closely with our school nurse as situations arise.  177. We will follow LPHA and CDC Guidance for cleaning, sanitizing, and disinfections all surfaces in classrooms, cafeteria settings, restrooms, and playgrounds prior to re-opening buildings to students/staff.  178. We could easily move to Hybrid as needed from our Onsite model. The schedule allows for that fairly easily. Coming back in Hybrid would decrease our students on campus at any one time by 50%.



## 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>



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

### Nehalem Elementary School

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Nehalem Elementary School
Key Contact Person for this Plan	Kristi Woika
Phone Number of this Person	Office 503-355-3650
Email Address of this Person	kristiw@nknsd.org
Sectors and position titles of those who informed the plan	Kristi Woika, Nehalem Elementary Principal Ali Duer, 2/3 Teacher Kristina Burdick, K/1 Teacher Ashley Verhulst, K/1 Teacher Angel Honts, 2/3 Teacher Joan Henderson 4/5 Teacher Jennifer Holm, Counselor Salena Clifton, 4/5 Teacher Denise Weiss, Parent Renae Scalabrin, Parent

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

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

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

	Karen Wheeler, Classified staff Mike Reed, Bus Barn Director
Local public health office(s) or officers(s)	Cerisa Albrechtsen- school nurse Melissa Paulissen- Health Department <a href="https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/">https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/</a>
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kristi Woika, Principal
Intended Effective Dates for this Plan	September 2020, CDL November 2020, CDL with LIP March 2021- Onsite Model and Online Only Model (two programs within one school)
ESD Region	NWRESD



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.

- Neah-Kah-Nie District staff surveys (Spring, 2020/July, 2020);
- School district and school websites updated with a special COVID-19 page specifically for parents;
- School board weekly updates from superintendent;
- Operational Blueprint for School Reentry planning included as a school board meeting agenda item;
- Communication and meetings with Tillamook County Health Department and regional educators and other health department officials;
- Collaborated with Tillamook County Commissioners, NWRESD, and Tillamook County School Districts to write a successful \$350,000 Rural Connectivity Grant;
- Weekly meetings with Tillamook County school superintendents to discuss school reentry 2020-21;
- Parent and staff updates on NKN website and district Facebook;
- Meetings with Rinehart Clinic leadership and board of directors;
- Teams from each school attending virtual meetings hosted by ODE to review the new guidelines for schools in late June;
- Individual parent contacts by school secretaries to determine fall 2020 enrollment plans and transportation needs in late June;
- Student Investment Account Committee work to establish priorities- included major outreach to stakeholders (Parents, Community, Business Partners, Staff, School Board, Community College, ESD, and students);
- Distance Learning Survey for Parents - Spring 2020 in English and Spanish. EL families interviewed by phone to gather their responses;
- Regular emailed/posted newsletter to parents with a variety of school related information;

- Weekly meetings with staff to talk about current and future planning around scheduling, distance learning, and updates about COVID county stages throughout June;
- June 25 Blueprint regional meetings with ODE and multiple districts;
- June 22- met with First Student to discuss transportation and needs for district;
- Aug. 4- select teaching staff met with NWRESA staff to learn about online platforms, professional learning opportunities and curriculum. Teams met afterward to discuss and choose.
- August 4-6, administrators and selected staff participate in COSA Summer Conference: Preparing for the New Year
- On-going work with school and district teams to plan hybrid through September and October: District Leadership meetings, Staff meetings, Meetings with Transportation Director, Meetings with School Nurse
- On-going work with district staff, Site Council, buildings teams to plan Onsite through March, District Leadership Meetings, Staff Meetings for planning and trainings, Meetings with Transportation Director, Meetings with School Nurse, Various communications to families via Zoom meeting, surveys in English and Spanish and letters and emails home

3. Select which instructional model will be used:

- 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 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

\* **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.

The Oregon Department of Education requires three consecutive weeks of 10 or fewer cases per 100,000 population and 5% or lower test positivity in the previous 7 days in a school’s county. The state must also have a test positivity rate of 5% or less in the previous 7 days for three consecutive weeks. Currently, the state remains above the 5% test positivity threshold. Positivity rate is the percentage of those tested who have COVID-19. Case numbers can depend on how many people are tested, but positivity rates show the prevalence in a population. From July 26 to August 1, the positivity rate in Oregon was 5.8% , with a case rate per 100,000 of 55.7. Tillamook County had a test positivity rate of 3.3% and case rate per 100,000 of 15.1.

The school district surveyed all staff; a high percentage of staff favor a Comprehensive Distance Learning model for staff safety and the safety of students. The school district will begin the school year in a CDL model as a “phase I” for nine to twelve weeks. If the state and county’s test positivity rates allow a hybrid model, this will allow the school district to move into “phase II”.

Now, as we move through the school year, I have families who would like to remain in an Online Program so we are going to continue to offer a CDL option even when we return to Onsite.

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.

Neah Kah Nie School District will align decision making and implementation of our CDL model to the ODE guidance. NKN SD has reviewed all CDL Guidance sections, and we believe we can successfully implement all of the requirements. We have teaching staff and school administrators attending the COSA conference Aug. 4-6 to learn as much as possible about implementing a successful CDL model and will start planning immediately afterward. At this time, the NKN School District does not have any accommodations for ODE to review.

**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 district admin team will be meeting weekly to talk about the current plan and how things are progressing. Each school will be revisiting their Operation Blueprint plans periodically based on what the district is discussing. We are planning on CDL for the first two trimesters of the school year and will watch the state percentages and county percentages in addition to taking guidance from our School Board on when to return to Onsite. We plan on being able to offer an Onsite model trimester three as long as it is safe and each school can meet the requirements as laid out in 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.*



### 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 1. Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a> . <ul style="list-style-type: none"> <li>OSHA has developed a <a href="#">risk assessment template</a>.</li> </ul>	1. The NES Safety team conducted the Risk Assessment and completed the required template. . <a href="#">Here is the doc.</a>
<input type="checkbox"/> 2. Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.	2. We have implemented measures to limit the spread of COVID according to the measures required in RSSL and our newly updated <a href="#">NKN Communicable Disease Plan</a> (we use the one from ODE).
<input type="checkbox"/> 3. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a> .	3. See above.

- Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
  - OSHA has developed a sample [infection control plan](#).
4. Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
5. Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
6. 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.
7. 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.
8. Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
9. Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
10. Process to report to the LPHA any cluster of any illness among staff or students.
11. Protocol to cooperate with the LPHA recommendations.
12. Provide all logs and information to the LPHA in a timely manner.
13. Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
14. Protocol to isolate any ill or exposed persons from physical contact with others.
15. Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
16. 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](#).
- 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.
17. Required components of individual daily student/cohort logs include:
- Child's name
  - Drop off/pick up time
  - Parent/guardian name and emergency contact information

4. Kristi Woika, Principal

5. We created an anonymous Google Form that staff could use to submit concerns or questions to the head secretary who heads the Safety Committee. She then communicates the concern to the principal or the head custodian. We share answers/changes in email or Safety Team minutes to all staff.

6. Cerisa Albrechtsen- school nurse

Melissa Paulissen- Health Department

We reviewed the studies documented in RSSL. We had vaccination experts locally to speak to staff and admin. Our school nurse also regularly shares national and local information with district leadership to help us make decisions.

7. Principal is continuing to train staff in weekly PD sessions in the staff meetings and special RSSL meetings. Attendance is documented and staff are required to review recordings of meetings if they miss one. All training is done via Zoom.

8. The person who has tested positive will be contacted by the health department first, then contact tracing goes into action. If we find out about a positive test then we contact our school nurse.

Nurse recommendations:

<https://drive.google.com/file/d/1i131cx7izy9ZeLlclLXKjyGkpiL7jbM4-/view?usp=sharing>

9. (see [NES Sanitation Sched- Tri 3](#) - each staff person is required to clean their own space/classroom three times daily- after breakfast, before and after lunch (if eating in classrooms). Teachers need to clean all surfaces between students, secretaries need to clean all office surfaces. Everyone should have a cleaning schedule that will be signed/dated and collected in the log binder in each workspace or classroom. This information will be kept with the 4 week cohort records.

10. Staff are required to report symptoms, concerns and positive test results to the building principal immediately. Principal or designee notifies school nurse/ Health Dept. and Superintendent. (3 or more students have been sent home from a cohort please report this information to district nurse for further investigation )

11. We have all contact log systems in place at NES.

12. We can provide all logs and information to the LPHA in a timely manner, if requested. Logs can be faxed to 503-842-3983 Attention Public Health Staff. We are keeping logs digitally on students and physically for staff but are moving to digitally for staff soon.

13. Screeners maintain/ complete the logs every morning upon student entry, they are electronically maintained as a shared google sheet (shared with school nurse and school office staff) and can be printed hard copy as needed. [This NKN Symptom List](#) will be used to train screeners and staff on symptoms to look for. Signage will be at all entry points regarding symptoms. We will also send the Symptom List home so families can screen their children at home before school. Cohort and screening info is on our [NES Cohorts Doc-Tri 3](#)

<ul style="list-style-type: none"> <li>● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <p><input type="checkbox"/> 18. Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <ul style="list-style-type: none"> <li>● See supplemental guidance on LPHA/school partnering on <a href="#">contact tracing</a>.</li> <li>● Refer to <a href="#">OHA Policy on Sharing COVID-19 Information</a></li> </ul> <p><input type="checkbox"/> 19. Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input type="checkbox"/> 20. Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input type="checkbox"/> 21. Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in <a href="#">ODE's COVID-19 Weekly School Status</a> system.</p> <p><input type="checkbox"/> 22. Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<p>Office staff maintains contact logs (Temperature and visual symptom screening)- staff self report.</p> <p>14. This is for persons needing to go to the Isolation Room as per our Symptom List decision making rules. Isolation will require a separate space and someone to supervise the student 1:1. This person will need to be trained in putting on PPE. NES has had this setup since Nov.</p> <p>Isolation room is located in vacant office at the back of the gym. (See <a href="#">Isolation Room Protocol</a>)</p> <p>15. Paul Erlebach, superintendent, will be the point person for all communication about outbreaks at any facility. Staff report to Principals, Principals report to Superintendent...follow chain of command. He has been posting on our NKN Facebook website and we will start communication via School Messenger soon. He has also said that all staff will be notified within a building if there is a positive case in a building.</p> <p>16 &amp; 17 &amp; 18. (See <a href="#">NES Daily Contact Log</a> template. Logs are turned over to Health Dpt. in case of suspected cases. Health Dpt. does the contact tracing. Daily Log in google sheets is created from synergy student data and is completed daily by trained staff posted at each entrance on arrival- students are screened for temperature and visual symptoms, cross referenced with transportation log. We keep these logs weekly and can easily be shared with contact tracers if needed. Our school nurse helped us set up this system for the district. We pre-fill cohort staff contacts within a regular schedule. Head secretary makes additions when there is sub coverage/ changes or new student enrollment or withdrawal.</p> <p>19. All itinerant staff will sign in at the front office. Sign in form matches what is required for student contact logs.</p> <p>20. Principals have met with our school nurse and our custodians in the schools to ensure that our cleaning plans are in alignment with the cleaning and disinfecting in <a href="#">this document</a> from the CDC.</p> <p>21. The principal does this for NES.</p> <p>22. How we respond if a student or staff member gets sick at school is located <a href="#">here</a> in the isolation measures doc. How we communicate with others is located <a href="#">here</a> in our Public Communications doc.</p>
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## 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 23. Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> 24. All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> 25. Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid</a>.</p> <p><input type="checkbox"/> 26. 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"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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 <a href="#">Oregon School Nurses Association</a>.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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</li> </ul> </li> </ul>	<p>23- See below.</p> <p>24.- See below. All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff (certified and classified)</p> <ul style="list-style-type: none"> <li>• All staff that so identify will have the option of taking FMLA or leave options.</li> <li>• All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.</li> <li>• Students who experience disability will continue to receive specially designed instruction.</li> <li>• Students with language services will continue to receive English Language Development.</li> </ul> <p>25. Principals and the special education department have done that.</p> <p>26. Principals and school nurses have done this.</p>

- 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
<input type="checkbox"/> 27. 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 <b>use of all space</b> in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> <li>● Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</li> </ul>	27. See the <a href="#">Room Capacity Doc</a> to see our room calculations.  28. (see <a href="#">NES Cohort Doc- Onsite Tri 3</a> for room assignments and assigned restrooms, and entry/ exit routine, signage in classrooms and shared spaces) All spaces at NES including classrooms, hallways, stairs, and outside staging areas have markings on the floors to cue for physical distancing.
<input type="checkbox"/> 28. Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	29. Assigned entrance/exits have been established to minimize entry and exit wait times. There is a counterclockwise travel pattern for our daily entry routine. Staggered exit times and assigned supervision support movement without cohort overlap.
<input type="checkbox"/> 29. 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.	30. We are offering parents the option of an Online program in addition to an Onsite program, so enrollment numbers Onsite have diminished. We are maintaining each class as its own stable cohort to limit interactions among people on campus. Recesses are in stable cohorts which will rotate among the different recess areas.
<input type="checkbox"/> 30. Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	31. We are a PBIS school and are using that team to plan training for students on mask wearing, physical distancing, flow of traffic, eating in classrooms, using the cohorted bathrooms, etc. We are also making videos about our new systems to share with students. We will do a deep dive on hand washing, covering their cough and mask wearing as well as physical distancing.
<input type="checkbox"/> 31. Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	32. Staff meetings are held online as are trainings. If staff elect to meet in the same room as others, physical distancing of at least 6 feet will be maintained and masks will be worn with a maximum of 3 staff in a shared space. Windows must also be open.
<input type="checkbox"/> 32. Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 33. Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul>	33. Yes! We are making sure our cohort size is under the room capacity based on 35 square feet per person. We are planning recesses, lunches, specials, staffing, etc, to maintain stable cohorts.
<input type="checkbox"/> 34. Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational	34. The cohorts of students will be less than 18, and no student will exceed 100 contacts within the school week.
	35. Our contact log system was explained above in #16-#19.

week<sup>4</sup>, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.

- 35. Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).
- 36. Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- 37. Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- 38. Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards<sup>5</sup>, and peers.
- 39. Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- 40. Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

36. This [cohorting doc](#) shows how we are maintaining stable cohorts at NES including bathrooms used that are genderless/by class. Classes will rotate through a recess schedule to have recess as a stable cohort at our different recess areas throughout the week/month.

37. (see [NES Sanitation Schedule- Tri 3](#) custodial- school wide, classroom, bathrooms, playgrounds) Each staff member will be responsible for their area to clean and has products to clean with, gloves, cloths, signage and a cleaning log to complete 3x a day (after breakfast, before lunch, after lunch) When contact tracing is implemented- cleaning log will be provided with the logs. All staff have been trained on how to clean correctly with the supplies we have and have been trained to limit shared materials in class and to clean in between shared student spaces (one on one instruction, pencil sharpener, etc.)

38. Cohorts will be designed by class which are already balanced by gender and other subgroups.

39. There are logs to Sign in and out, Staff are all required to wear a face covering over mouth and nose, wash hands or sanitize upon entering and exiting a new space, and keep six feet apart  
Staff are also required to clean any surface after use (staff that stay less than 15 minutes are not considered part of the cohort) We are assigning staff to keep cohorts as stable as possible for both students and staff.

40. Staffing decisions have been made with this in mind, IA's, specialists, and other staff. We have decided to "Zoom in" specialists (music, PE, Library, SEL Counseling) and staffed paras with stable cohorts in mind.

**1e. PUBLIC HEALTH COMMUNICATION AND TRAINING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 41. 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.	41. The principal has been communicating with staff in weekly staff meetings, and doing regular periodic trainings to keep staff trained up. Protocols will be housed in a shared Google drive for staff to review and use with students.
<input type="checkbox"/> 42. Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ( <a href="#">see section 8b</a> of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.	42. This is being done currently through recorded, mandatory staff meetings. Attendance is taken. The principal has created a slideshow to share which includes new regulations, policies, and other trainings to prepare for Onsite. Discussion and Q&A time is included during these trainings.
<input type="checkbox"/> 43. Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(d) and (e)</a> .	43. We have posters up already: physical distancing, masks required, symptoms list, COVID symptoms, etc.
<input type="checkbox"/> 44. Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.	44. Principal or designee will CONFIRM this information from our public health officials or parents. This information will be given to the principal and superintendent first. Public health will be able to advise better after cohort lists, cleaning records and room in and out information has been gathered and reviewed. We have used <a href="#">this public health communication information</a> to prepare for this situation as it arises.

<sup>4</sup> The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

<sup>5</sup> Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

<ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> <li>• OSHA has developed a <a href="#">model notification policy</a>.</li> </ul> <p><input type="checkbox"/> 45. Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</p> <p><input type="checkbox"/> 46. Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.</p> <p><input type="checkbox"/> 47. Provide all information in languages and formats accessible to the school community.</p>	<p>Currently, our Superintendent is communicating any positive cases in the district to the public and the school team (Principal and secretaries) would alert staff and students as recommended by public health and the superintendent.</p> <p>45. Staff cannot disclose any personal identifiers such as staff or students name, age, whom they live with or where they live, to other staff or community members. This information can be shared with your local public health if you are in good faith making a report, <u>however if you knowingly report incorrect information in an attempt to find out confidential information this is considered a breach of HIPPA and comes with steep fines.</u></p> <p>You can disclose that someone in the students cohort has gone home sick, or has tested positive. Here’s a link to the department of education's communication tool kit that we have reviewed to use. <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/2020-21-Communications-Toolkit.aspx">https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/2020-21-Communications-Toolkit.aspx</a></p> <p>46. See #41 above for staff trainings. We will schedule student trainings in the middle of tri 3.</p> <p>47. Our communication is translated to go home in the family’s home language.</p>
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**1f. ENTRY AND SCREENING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 48. Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>• Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input type="checkbox"/> 49. Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><input type="checkbox"/> 50. Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to</p>	<p>48. This is what we communicate to families. We use the same <a href="#">Symptoms Screener List</a> for staff, students and families. Our school nurse helped us develop it. We have also reviewed the emergency signs that require immediate medical attention in a staff meeting training.</p> <p>49 &amp; 50. This has continued to be something we stress here at NES as a first line of defense for keeping all parties safe and healthy. See #48 above.</p> <p><b>Screening Staff</b></p> <ul style="list-style-type: none"> <li>• Staff will be required to complete daily self screening protocol before reporting for work.</li> <li>• Staff are required to report when they <u>may have been</u> exposed to COVID-19.(Contact your school nurse or principal with questions.)</li> <li>• Staff are required to call in sick when they have symptoms related to COVID-19, and contact their principal by phone.</li> <li>• Staff members are not responsible for screening other staff members for symptoms.</li> <li>• Nurse or principal will recommend that ill staff or family members seek COVID testing.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Guidelines for return to school after illness can be found in our Communicable Disease Plan.</li> <li>• Parents will be reminded (through regular letters and on school voicemail messages) to report actual symptoms, including as part of communicable disease surveillance. Secretaries/Health Aides will document those comments on the COVID Symptom Monitoring spreadsheet. Nursing will be notified when a positive COVID test is reported.</li> <li>• Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and with TCHD permission after symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</li> </ul>

<p>COVID-19. See <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> and the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input type="checkbox"/> 51. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input type="checkbox"/> 52. Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> <li>• We have reviewed/trained on <a href="#">the Planning for COVID 19 Scenarios in School doc</a> as well.</li> </ul> <p>51. Staff have been trained on this item.</p> <p>52. This is part of our contact log/entry procedure for both staff and students.</p>
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**1g. VISITORS/VOLUNTEERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 53. Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <p><input type="checkbox"/> 54. Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input type="checkbox"/> 55. Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> 56. Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <b>Ready Schools, Safe Learners</b> guidance.</p>	<p>#53-#56: Non-Essential Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities required in person interaction, at this time. Adults at school are limited to essential personnel only.</p> <p>Essential Visitors/Volunteers will be required to wash/sanitize upon entry to the building, complete a paper/digital screening, and will be required to wear appropriate face-coverings.</p> <p>Protocols for dropping off/picking up students before, after, or during the school days will be revised to ensure individuals outside of staff/students have no access to buildings.</p> <p>Staggered arrival and departure times have been developed with the bus barn.</p> <p>School Day Student Check-In/Out: Students will report in or out from office through main entry- they will be buzzed in by Secretary...Students will be screened and checked in at Main Office, travel directly to classroom (one way through halls)</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 57. Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p><input type="checkbox"/> 58. Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</p> <p><input type="checkbox"/> 59. Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.</p> <p><input type="checkbox"/> 60. Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p>	<p>57. We have masks to provide any adult or child who needs one.</p> <p>58 &amp; 59. Face coverings or face shields are required for all students in grades K-5, all staff, contractors or other service providers, visitors and volunteers. Nursing staff or staff members providing direct care to students exhibiting symptoms should take extra precautions- full PPE kits are provided (mask, shield, protective clothing and gloves)</p> <p>A face covering is made of cloth and covers the nose and mouth. A face shield is a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face. Face masks are medical grade surgical or N95 masks that should be reserved for medical personnel where possible. The use of face coverings, shields, or masks does not change physical distancing requirements.</p> <p>Lack of access to a face covering cannot be a barrier to instruction; each school has a responsibility to ensure that students have access to usable face coverings.</p>

- 61. Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- 62. Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  - [Additional guidance](#) for nurses and health staff.

**Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance**

- 63. If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  - 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 must 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.
- 64. 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.
- 65. Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
  - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.
    2. Not make placement determinations solely on the inability to wear a face covering.
    3. Include updates to accommodations and modifications to support students in plans.
  - For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:

We are aware that certain students or staff with certain medical conditions or disabilities may need teaching or accommodations around this requirement and have that in place.

60. We have this in place already.

6 & 63. The staff has been trained on this already. We have “Safe Spots” in each classroom for students who need a sensory break or a mask break. Students needing a short mask break may take a break there, too. The area is completely cleanable between students. We also recommend those mask breaks happen outside with individual students.

**Students who abstain from wearing a face covering, or students whose families determine that the student will not wear a face covering, during On-Site instruction must be provided access to instruction.**

**Comprehensive Distance Learning may be an option**, however, additional provisions apply to students protected under ADA and IDEA. For students with 504 or IEP plans, face coverings will be reviewed on a case-by-case basis, however please refer to the ODE and OHA’s Ready Schools, Safe Learners document for more information.

ODE, OHA, schools, families, and community organizations have important new roles in preparing families and caretakers to **prepare younger children to wear face coverings safely** and effectively. This includes instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and how to allow for “face covering breaks” during instruction. **If a student removes a face covering**, or demonstrates a need to remove the face covering for a short period of time, the school/team must:

- Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;
- Provide additional instructional supports to effectively wear a face covering;
- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction (Ready Schools, Safe Learners).

All PPE is stored just outside our isolation room. All staff have masks and face shields, and gloves available to them.

62. We provide face shields for SLP’s and anyone else who asks.

63- above

64. Appropriate staff have been trained on this.

<ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> <li>● 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,</li> <li>● 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.</li> </ul> </li> <li>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.</li> </ol> <p><input type="checkbox"/> 66. For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input type="checkbox"/> 67. If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>65 &amp; 66 &amp; 67. Students with existing medical conditions and doctors orders to not wear face coverings will not be denied in-person instruction. Staff serving these students in person will receive training and will be provided with PPE. Schools will comply with existing IEP and 504 plans. Plans will be updated to identify specially designed instruction or modifications needed during CDL, Limited In Person, Hybrid and In Person instruction consistent with ODE requirements. If students demonstrate an inability to consistently wear a face covering the school will initiate a team review of the circumstances and may refer the student for IEP or 504 evaluation if it might be due to a disability.</p> <p>If staff members require accommodation for the face covering or face shield, the district will work with the staff member to provide an accommodation which may include limiting the staff member’s proximity to others in order to minimize the possibility of exposure. Staff must request an accommodation from their building principal and may be asked to provide a medical statement supporting the need for accommodation.</p> <p>See <a href="#">this document</a> for what the district used to plan for masks, face shields and plastic barriers.</p>
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**1i. ISOLATION AND QUARANTINE**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 68. Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input type="checkbox"/> 69. Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. 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 if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>● <a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs.</li> </ul>	<p>68. Schools will follow established Isolation Room Procedures in collaboration with School Nursing Staff</p> <p>69. All students are screened for symptoms at home by their families, upon entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian for the bus. The school will screen for temperature and symptoms daily at the entry point for each cohort. Staff members can self-screen and attest to their own health.</p> <p>70. ISOLATION MEASURES-SCHOOL BUILDING: ● ● Each school principal (or designee) will connect regularly with the school nurse on updates to the plan and isolation measures taken to that point. ● All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided facial covering and should wear one. Staff will wear a facial covering and maintain physical distancing, but never leave a child unattended. ● While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ● Isolation space should not create a stigma, it should have a negative air flow. Ventilation systems including High Particulate Air (HEPA) filters will be used where possible including in areas where students with special health care needs receive medication or treatments. ● Staff and students with known or suspected COVID-19</p>

<p><input type="checkbox"/> 70. Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>• School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual shall wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input type="checkbox"/> 71. Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input type="checkbox"/> 72. 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 <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></p> <p><input type="checkbox"/> 73. Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input type="checkbox"/> 74. Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input type="checkbox"/> 75. The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>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 14 calendar days after exposure; and symptoms are improving with the recommendation of the LPHA.</p> <p>Staff Training provided:in August as staff reported back to buildings. They are signing Contact Logs and self-screening daily. A booster training was provided in October and in January/Feb.</p> <p>Office health room will be used for typical (non-covid related symptoms)-tired, medicine administration...</p> <p>Isolation room is located in gym PE office.Students are brought to isolation room at gym side door entrance (allows for supervision, ventilation with air purifier)</p> <p>71.-ISOLATION MEASURES -TRANSPORTATION: • Students who are screened on the bus in the morning and are deemed to possibly have COVID-19 symptoms will be placed in a single seat in the front of the bus. The bus driver will communicate with school staff the symptoms of the student. School staff will place the student in the isolation area and follow other protocols as described in the pandemic response plan.</p> <p>Students who are on the bus in the afternoon who are deemed to have COVID-19 symptoms will be delivered (as close as possible to the home) and the bus driver will need to notify school personnel. School personnel will notify parents.</p> <p>BUS ISOLATION: If a student must be isolated, the driver or bus barn will call ahead and let staff know that they are arriving with a student who needs to be isolated.</p> <p>Students are brought to isolation room at gym office (allows for supervision, ventilation with air purifier)</p> <p>72. This idea of "staying home and erring on the side of safety" has been trained to staff and communicated to families multiple times.Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the TCHD.</p> <p>73. The school nurse has assisted in the development of all protocols and will consult for symptomatic students or staff or we will just send them home if they have symptoms and cannot locate her at another building-we are erring on the side of caution and safety.</p> <p>74. We have staff trained on PPD wearing and are able to assist with the isolation protocols as needed. They will monitor the isolation room. Office staff with record students and staff being isolated or sent home.</p> <p>75. We are providing CDL to students who choose to or must remain home.</p>
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## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 76. Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	76. STUDENT ENROLLMENT: All students will be enrolled following the Oregon Department of Education guidelines.
<input type="checkbox"/> 77. 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"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul>	<p>Students will be encouraged to register online and will be contacted by school staff to schedule a video conference/ on-site follow-up appointment.</p> <p>Safety protocols will be put into place for any student/family who would like to register on site, or come in for a follow-up registration/enrollment appointment (Typically a new family )</p>
<input type="checkbox"/> 78. If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.	<p>77. ATTENDANCE POLICIES: No student will be dropped for non-attendance unless we receive a records request from another school/ district.</p> <p>78. We follow up with teacher contact, principal letters and phone calls, Family Resource Coordinator if applicable, or even home visits. We typically call daily, not weekly.</p>
<input type="checkbox"/> 79. 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.	79. Within 10 days of receiving registration paperwork, a records request is sent.
<input type="checkbox"/> 80. Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	80. ENROLLMENT/ATTENDANCE OPTIONS FOR FAMILIES: <ul style="list-style-type: none"> <li>• All students started the year in CDL. Families will choose to keep their child in an Online program or move to Onsite in March.</li> <li>• Processes will be put into place that will allow the school to move students and staff in and out of online and on-site as needed throughout the year, based on metrics. Safety is our focus.</li> </ul>
<input type="checkbox"/> 81. When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.	81. We will make contact weekly if a student is absent due to Covid- 19 or a pre-arranged absence. Our normal routine is to contact families of students with unexcused absences the day they are first marked absent.
<input type="checkbox"/> 82. 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.	82. Students are kept enrolled and are marked absent until the school receives a records request or notice of approved interdistrict transfer.

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**2b. ATTENDANCE**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 83. 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"/> 84. 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"/> 85. 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"/> 86. 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"/> 87. Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	<p><b>83 STUDENT ATTENDANCE:</b></p> <p>The district will develop and regularly communicate with students and families expectations around participation, engagement, and attendance of both remote and on-site learning.</p> <p><b>ON-SITE ATTENDANCE:</b></p> <p>- Attendance will be taken once per day (K-5) and accurately recorded in Synergy.</p> <p><b>CDL ATTENDANCE:</b></p> <p>Classroom teachers will report on student participation, engagement, or interaction with a teacher or paraprofessional <b>within the previous 24 hour period.</b></p> <p>This evidence may include:</p> <p>Participating in a video class; Communication from the student to the teacher via chat, text message or email; A phone call with the student, or, for younger students, with the parent; Posting completed coursework to a learning management system or web-based platform or via email; or Turning in completed coursework on a given day. Attendance policies and practices will encourage students/staff to stay home if someone in their house is sick or may have been exposed to an unconfirmed case of COVID-19. Secretaries will notify the principal when absence rates increase or reach 20% of a classroom/extended cohort. In addition, the secretary will maintain a COVID Symptom Monitoring spreadsheet, tracking student absences due to fever/respiratory illness. School principals will notify school nurses and the superintendent of any cluster illnesses within cohorts.</p> <p>84 &amp; 85 &amp; 86: N/A</p> <p>87. We have done that at the beginning of the year and continue to do that through school newsletters, and emails home.</p>

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 88. Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).	

<input type="checkbox"/> 89. Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input type="checkbox"/> 90. If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	<p>88 &amp; 89: The District will attempt to provide each student with their own chromebook device. ● Students who need a device will have the option to take the device home for at-home use. ● Additional devices will be accessible for in-building use for students with broken devices or devices left at home. ● School devices will be cleaned and sanitized between each use at school.. ● Update School Reopening Survey to collect information about the numbers, types, and condition of devices used in homes to support CDL. ● Share a list of all software and student facing technology solutions with families ● Review technology policies and data privacy policies and update if needed ● During check-out and check-in procedures, social distancing and safety measures will be utilized.</p> <p>DISTRICT TECHNOLOGY AND CONNECTIVITY SUPPORTS ● NKN is working with county teams to provide additional connectivity for families. All schools have wireless in their parking lots. We will continue to ensure adequate internet access for all families to the degree possible.</p> <p>90. We do not have outside learning areas at this time (with technology).</p>
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**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>91. Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input type="checkbox"/> <b>92. Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> <b>93. Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> <b>94. Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> <b>95. Personal Property:</b> Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).	<p><b>91. Handwashing:</b>(Signage Provided) ● All people on campus should be advised and encouraged to wash their hands upon building entry and frequently throughout the day. ● Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. ● All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. ● Students will be directed to use hand sanitizer before and after use of cohort assigned recreation equipment or Playground Structures. ● Students must wash their hands before meals and will be encouraged to do so after. ● Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette. ● All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups. ● Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playgrounds.</p> <p>HANDWASHING STATIONS BUILDING LOCATIONS: Access to soap and water handwashing is located in all bathroom facilities, office sick room, cafeteria, art room, library, and some classrooms. Sanitizing stations are located at each main entrance, and at the door of each cohort classroom and within each learning area. In addition, portable sinks are being purchased for the hallway outside the library.</p> <p><b>92. Equipment</b> ● Sharing of supplies will be restricted when possible. The school district will provide all school supplies for students through our Parent Council. If they cannot provide all supplies, then families will need to provide supplies for their own child (or we will use FRC funds to provide as needed). ● students will each have a designated place to keep individual supplies ● Any shared equipment will be cleaned between users.</p> <p><b>93. Events:</b>Off-site field trips and events requiring visitors or volunteers have been canceled. ● Virtual field trips may be provided. ● In-school events will be modified to follow cohort and social distancing guidance. ● Use of the building by outside groups will not be allowed. ● Use of facilities for District sponsored athletics and activities shall be</p>

coordinated through the building principal if allowed in the future.

**94. Transitions/Hallways:** ● Hallways will include one-way traffic markings to reduce contact. ● Transitions by grade-level cohort groups will be staggered to reduce contact. ● Student cohorts will remain in the classroom with adult transitions when possible. ● Cohort classrooms will be assigned by building area/level to allow access to a single bathroom and hand washing station throughout the school day.

**95. Personal Property:** ● The district will provide guidance for all families as to what items can be brought to/from school. ● Students will use alternating hooks in the hallway outside classes to store personal property or areas labeled in the classrooms. Personal property must be labeled with a student name and will only be used by the student.

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 96. Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> 97. Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> 98. Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 99. 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"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> <input type="checkbox"/> 100. 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>97 &amp; 98 &amp; 99- See <a href="#">Cohort Doc-Tri 3</a> for information. All are in place.</p> <p>ARRIVAL PROCEDURES: ● Schedules with staggered arrival/dismissal times for cohorts will be established. Each cohort has been assigned a designated entrance. ● Students and parents will receive ongoing instruction about arrival and dismissal procedures. ● Arrival/dismissal procedures will be put into place to ensure cohort separation, distancing and cleaning requirements can be met. ● In addition to visual screening and a temperature check upon arrival, each building will incorporate the student log to check students in and out of the building for arrival/dismissal. ● Hand Sanitizer stations will be available at each school entry location and high-traffic areas.</p> <p>Late students check in at the office by using the intercom and will be screened by office staff. We use a digital contact log for students. Staff are encouraged to use their own pen or sanitize before using a school pen. We are moving to a digital contact log for staff.</p> <p>100. BUILDING HAND SANITIZER STATION LOCATIONS: ● Sanitizer will be available outside each classroom door and inside classrooms ● Stations are available at each entrance ● The Main Office and playgrounds have sanitizer. We communicated with parents about drop off/pick up and have a staff person out there to run that system.</p>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>101. Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> <b>102. Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> <b>103. Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and	<p><b>101. Seating:</b> ● Student desks and tables will be arranged to allow students to remain at least six feet apart. ● Assigned seating will be utilized so students are in the same seat at all times.</p> <p>FURNITURE ● All upholstered furniture and soft seating has been removed from the school building</p> <p>CLASSROOM ENVIRONMENT: ● Teachers will use tape, stickers, signs, etc. to illustrate traffic flow, appropriate spacing, assigned seating areas.</p>

respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.

- Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

• Ventilation is being addressed in every building. Open windows, fans, supplemental ventilation tools, and outdoor spaces will be used when appropriate • Students will receive regular and frequent instruction on supply use procedures and classroom cleaning/sanitation processes, including handwashing.

**102. 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. • All students will have a designated location to keep personal supplies/equipment within the classroom. • Hand sanitizer and tissues will be available for use by students and staff. We have individual clothes pins for students to use as bathroom passes.

**103. Handwashing: HANDWASHING-CLASSROOM:** • Staff are trained on proper handwashing and have set up systems in classes to remind students to wash hands frequently • All people on campus should be advised and encouraged to wash their hands frequently. • Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. • All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. • Students will be directed to wash their hands before and after use of playground equipment or use hand sanitizer. • Students must wash their hands before meals and will be encouraged to do so after. • Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette. • All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups. • Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playground areas

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 104. Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a> ).	104. They are currently closed during the day but are open during non-school hours.
<input type="checkbox"/> 105. After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.	105 Restrooms are equipped with soap and water. Handwashing procedures are posted in all restroom areas and in classrooms. We also train students with videos.
<input type="checkbox"/> 106. 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.	106. Schedules have been developed for cohort use of school playground/recess/field spaces, with a regular cleaning/sanitation schedule. See <a href="#">NES Sanitation Schedule- Tri 3</a>
<input type="checkbox"/> 107. Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a> .	106. All students will use hand sanitizer or wash their hands before and after recesses.
<input type="checkbox"/> 108. Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).	107 & 108 & 109 & 110 & 111 & 112. Outdoor facilities and equipment use will be restricted/organized by cohort, and any shared equipment will be adequately sanitized daily. Signage and organization of equipment will identify which cohort uses what equipment and whether it is clean or needs to be sanitized. We just built a new covered outdoor play area so have multiple spots for each cohort to play (old playground, new playground, other space under covered play area, field) We will have a rotation schedule among the various play areas for each class to rotate through weekly. Cohorts are small enough (17 or less) and spaces are big enough to allow for lots of outside play with students physically distanced.
<input type="checkbox"/> 109. Maintain physical distancing requirements, stable cohorts, and square footage requirements.	113. We are a PBIS school and continue to train staff on Active Supervision for recess. We have already added signage to all work
<input type="checkbox"/> 110. Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	

- 111. Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- 112. Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- 113. Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

areas/learning spaces with room capacity based on the 35 sq ft per person rule. We have a “3 people max in a room with open windows and masks and 6 feet apart” rule districtwide. See 1c #27 for more info on room capacity.

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 114. Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> 115. Prohibit self-service buffet-style meals.</li> <li><input type="checkbox"/> 116. Prohibit sharing of food and drinks among students and/or staff.</li> <li><input type="checkbox"/> 117. 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.</li> <li><input type="checkbox"/> 118. Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.</li> <li><input type="checkbox"/> 119. Students and staff 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 shall be encouraged to do so after.</li> <li><input type="checkbox"/> 120. Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li><input type="checkbox"/> 121. Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> 122. Adequate cleaning and disinfection of tables between meal periods.</li> <li><input type="checkbox"/> 123. Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.</li> </ul>	<p>114. Ashley Arthur- food services coordinator and head cook Kris Troutman have been included in planning and delivery meals and scheduling.</p> <p>115. Breakfast/Lunch will be served in pre-packaged containers on trays in the classroom or outside under our Covered Play Area. Meals are prepared in the cafeteria.</p> <p>116. -Students will not share utensils, food or other items during meals.</p> <p>117. When eating students may remove face coverings but must maintain 6 feet of distance from others. Desks/Tables in classrooms will be at least 6 feet apart. Outside, students will be able to sit at tables 6 feet apart.</p> <p>118. Staff serving or supervising meals will wear face coverings and be offered gloves and face shields. Staff may supervise from the doorway and must remain at least 6 feet away. We are communicating with parents that staff will be “hands off” so that students must be able to open/close their own lunch and beverage containers....staff will not assist if at all possible. If staff do help then they will need to either wear a new pair of gloves for each child or sanitize before and after helping each child.</p> <p>119. Handwashing and/or hand sanitizing will be required before meals and encouraged for after meals.</p> <p>120 &amp; 121 &amp; 122: Student meals will be delivered to each classroom by school staff. Physical distancing requirements must be maintained when meals are being delivered. Handwashing and surface cleaning and sanitizing before and after meals will be implemented. We will not be using point of sale keypad. A paper list accounting will be utilized to track meal charges and payments.</p> <p>Care will be taken to maintain the safety of students with life threatening food allergies when food is consumed.</p> <p>OFF SITE FOOD SERVICE: Students will be provided meals for those days when they are not scheduled to be in buildings.</p> <p>123: Staff are encouraged to eat in their own spaces, one in one out of staff room/ outdoors maintaining 6 ft. physical distance. Staff have staggered lunch times and breaks by team. They are required to wear face covering except when eating their meal.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 124. Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> 125. Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j) of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 126. Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.</li> <li><input type="checkbox"/> 127. Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a 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"> <li>○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> 128. 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.</li> <li><input type="checkbox"/> 129. Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li><input type="checkbox"/> 130. 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).</li> <li><input type="checkbox"/> 131. Face coverings for all students, applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings. This prevents eating while on the bus.</li> <li><input type="checkbox"/> 132. Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.</li> </ul>	<p>124. Michael Reed- First Student was an integral member of our re-opening team planning and decision making.</p> <p>125. Students enter sanitized busses, after first run busses are sprayed with DS1 disinfectant to be ready for the next run. This process is repeated for more frequent runs.</p> <p>126. Hand sanitizer is available and used.</p> <p>127. The Bus Barn is in charge of developing and implementing their protocols. Students will be screened by parents at home before riding buses or coming to school. Students will use hand sanitizer prior to entry on the bus. One student per seat unless they are siblings.. Visual screening of students will be completed. Students with visual symptoms will be placed in the isolation seat 6 feet from the driver and other students. Students will be seated upon entry from the back seat forward. Students will exit the bus from the first seat first. Bus driver maintains a bus attendance list to support contract tracing. All students wear face coverings at all times and the bus driver has masks to give out if needed.</p> <p>128: A student's individual education plans will list needed transportation accommodations or modifications, Case managers will consult with bus drivers regarding specific services required.</p> <p>129: They all wear masks.</p> <p>130. Prior to Onsite, information in our families' home language will be shared with parent and transportation lists, schedules and procedures will be communicated by the bus barn and school.</p> <p>131. Students in grades k-12 are required to wear face coverings. Our school district has taken a stronger stance with this and is requiring it for preschool, too. Guidance with respect to students wearing or not wearing face coverings in school will be applied to transportation settings (see section 1h of this document)</p> <p>132. The buses are continuing to have open windows during routes to increase fresh air/ventilation.</p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 133. 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</li> </ul>	<p>133. Buildings are using <a href="#">this document</a> from the CDC to put together in-building protocols for cleaning, disinfecting and to keep our staff and students safe. Here is our <a href="#">NES Sanitation Schedule- Tri 3</a></p> <p>134. We do not have outdoor learning spaces at this time, but if we do in the future, we will follow this.</p>

<ul style="list-style-type: none"> <li><input type="checkbox"/> 134. Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</li> <li><input type="checkbox"/> 135. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> 136. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> 137. 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.</li> <li><input type="checkbox"/> 138. Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)</li> <li><input type="checkbox"/> 139. Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</li> <li><input type="checkbox"/> 140. All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.</li> <li><input type="checkbox"/> 141. 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 must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li><input type="checkbox"/> 142. Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> 143. Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> 144. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<p>135. See the Sanitation Schedule in #133 above for the playground cleaning schedule. Frequently touched surfaces (e.g. playground equipment, door handles, sink handles, water bottle filling stations, banisters, etc.) will be cleaned, sanitized, and disinfected multiple times per day. All surfaces will be cleaned and disinfected according to current evidence-based CDC guidance.</p> <p>136 &amp; 137. Disinfectants will be safely and correctly applied following labeling directions. These products will be kept away from students. To reduce the risk of asthma, disinfectants will be chosen from 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. Staff have all been trained to use our cleaners and sanitizers and there are ample labeled bottles around the school. NKN SD uses Hillyard's QT Plus; it was chosen for effectiveness and safety of the product.</p> <p>138. We have a new system in the gym and music/art room. Air purifiers are used in the rest of the building. Staff have been asked to open their windows at least 3 inches while students are present. We prop open exterior doors before students arrive and they remain open until students are dismissed.</p> <p>139 and 140. We have a cleaning schedule in place for our HVAC system and air purifiers.</p> <p>141. Fans WILL NOT be used if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms.</p> <p>142. The need for increased ventilation in areas where students with special health care needs receive medication or treatments will be considered (Ready Schools, Safe Learners). At this time we have open windows and air purifiers to increase safety.</p> <p>143. Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces.</p> <p>144. High Efficiency Particulate Air (HEPA) filters will be used where possible, possibly including vacuum cleaners. Schools will consider running ventilation systems continuously and changing filters more frequently.</p>
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**2k. HEALTH SERVICES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 145. OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all</li> </ul>	

<p>students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><input type="checkbox"/> 146. Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<p>145. Nursing staff will be used in supporting the development of this plan. District will review staffing needs of Health Services based on the plan.</p> <p>146. Cerisa Albrechtsen, School Nurse, Jennifer Holm- School Counselor, Consultation with Rinehart Clinic and Tillamook Family Counseling mental health, staff will collaborate and implement the plan.</p> <p>The District will implement a plan for maintaining health services for all students.</p>
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**2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 147. 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"> <li>● Contact tracing</li> <li>● 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.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul>	<p>147. N/A</p>
<p><input type="checkbox"/> 148. Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	<p>148. N/A</p>
<p><b>Exception</b> K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <b>Ready Schools, Safe Learners</b> guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p>	<p>149. N/A</p>
<p><input type="checkbox"/> 149. They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance.</p>	<p>150. N/A</p>
<p><input type="checkbox"/> 150. The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.</p>	
<p><input type="checkbox"/> 151. There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p>	<p>151. N/A</p>
<p><input type="checkbox"/> 152. Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:</p> <ul style="list-style-type: none"> <li>● Limit travel to essential functions.</li> <li>● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul>	<p>152. N/A</p>

- 153. Any boarding students newly arriving to campus will either:
  - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
  - Quarantine on campus for 14 days.\*

\* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

- 154. Student transportation off-campus is limited to medical care.

153. N/A

154. N/A

### 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 155. In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>● 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.</li> <li>● Fire drills must be conducted monthly.</li> <li>● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>● 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.</li> </ul>	<p>155 &amp; 156. The same emergency drills we practice in person will be initiated during CDL and Onsite instruction.</p> <p>Our Safety Team has planned out drills through February at this point and will continue to plan the school-wide drills at our monthly Safety Meetings. The Safety Team will distribute drill handouts in English and Spanish to families and use these handouts in CDL classes to instruct students on important safety information. NES partners with the local fire department for materials for lessons.</p> <p>In person drills will be practiced with 6 feet of distance being monitored and enforced by staff.</p>
<input type="checkbox"/> 156. Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.	<p>157. We have not yet had to compromise the 6 feet of physical distancing, but are aware of this time restriction if needed.</p> <p>158. We only practice them once, although the class may debrief afterward as needed.</p>
<input type="checkbox"/> 157. When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	<p>159. We train for drills at the beginning of the year and then in Staff Meetings as needed.</p>
<input type="checkbox"/> 158. Drills shall not be practiced unless they can be practiced correctly.	<p>160. We will be all Onsite and in CDL. Both programs will practice drills.</p>
<input type="checkbox"/> 159. Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	<p>161. We will require this.</p>
<input type="checkbox"/> 160. If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).	
<input type="checkbox"/> 161. 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.	

### 2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 162. 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.	

- 163. Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- 164. 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.
- 165. 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.
- 166. Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- 167. 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.
- 168. Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  - Student elopes from area
    - If staff need to intervene for student safety, staff should:
      - 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.
    - If students leave the classroom:
      - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      - Ensure physical distancing and separation occur, to the maximum extent possible.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
    - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
    - If staff need to intervene for student safety, staff should:
      - Maintain student dignity throughout and following the incident.
      - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention.

162 & 163: NES utilizes PBIS- Positive Behavior and Instructional Intervention Support program to proactively plan expectation reviews and skill building activities for students across all school settings and activities. We are also a school that uses the Conscious Discipline Model with students for teaching behavior regulation and behavior regulating strategies.

164 & 165: Target staff are trained in restraint and de escalation strategies using the MANDT system. Staff have and will continue to receive training in Trauma Informed Care practices, Social Emotional Learning practices, Conscious Discipline. All cohorts will receive weekly 25 minute Social Emotional Learning (SEL) lessons with the school counselor to integrate SEL practices, including self-regulation strategies, school-wide. We implemented Morning Meetings in all classes as a daily routine to create a positive school culture and family feeling.

166. NES has had a SEL committee for 3 years. This committee focuses on SEL education for our students and staff. In addition, we built videos and informational documents for staff to support students and staff around Onsite Learning- mask wearing, physical distancing, reward systems, increased teaching of expected behaviors for safety and ways to re-teach for those students who need it.

167. One of the very first things that Conscious Discipline teaches is about self-regulation for adults. It is a very "look within yourself" model. Our behavior forms reflect this as of last school year.

168. Each classroom has a "Safe Spot/Calm Spot" for students to use taught regulation tools or to take mask breaks. We purchased materials back in June to make sure the areas are easily cleaned in between students. There are additional "Safe Spots" in the office, the upstairs elevator room, the counseling office and in the Wing in the Sensory Room. We are already planning for keeping those spots open for one at a time de-escalation and cleaning in between.

NES has a very active and skilled team who supports students needing additional support in academics, health or behavior. We are willing and able to provide Functional Behavior Assessments at the team level to support students with whatever they need.

The district is providing staff with professional development which supports self regulation for themselves and students through Mindflow.

We will do additional training on these types of scenarios before students are back in March to make sure staff are prepared and staff.

169. Staff will get a Conscious Discipline booster on this prior to Onsite Instruction.

- 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.

- 169. 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.

### 2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 170. Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	Our nurse worked with each school and custodians to order PPE for all staff who will be interacting with dysregulated students. Staff who may need to wear PPE are trained on this.



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 171. Review the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input type="checkbox"/> 172. Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	171. We are training staff on this guideline during staff meetings in late Feb. and/or early March. 172. Our school nurse also works for the county’s health department, so we have a direct link to the LPHA.

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 173. Review and utilize the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input type="checkbox"/> 174. Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> 175. Continue to provide meals for students.	173. Admin have been trained on this guidance and are training the building staff. We work closely with our school nurse as situations arise.  174. We are planning to offer CDL to any students needing to quarantine. We have been in a very successful CDL model so far this year, so could move to that fairly easily.  175. Meals will be offered for pickup at any district school for students in CDL at home. If we move to full CDL, buses would be available to bus meals out into the community again.

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 176. Review and utilize the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input type="checkbox"/> 177. Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.	176. Admin have been trained on this guidance and are training the building staff. We work closely with our school nurse as situations arise.  177. We will follow LPHA and CDC Guidance for cleaning, sanitizing, and disinfections all surfaces in classrooms, cafeteria settings, restrooms, and playgrounds prior to re-opening buildings to students/staff. See our <a href="#">NES</a>

178. 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.

[Sanitation Schedule- Tri 3](#) for more information on our cleaning schedule.

178. We could easily move to Hybrid as needed from our Onsite model. The schedule allows for that fairly easily. Coming back in Hybrid would decrease our students on campus at any one time by 50%.



## 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>



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Neah-Kah-Nie Middle School, Neah-Kah-Nie School District
Key Contact Person for this Plan	Lori Dilbeck, Principal
Phone Number of this Person	503-355-2990
Email Address of this Person	lorid@nknsd.org
Sectors and position titles of those who informed the plan	Paul Erlebach, Superintendent Lori Dilbeck, Middle School Principal Stacy Dills, Director of Student Services Michael Reed, Transportation Supervisor First Student Cerisa Albrechtsen, County Health Nurse Middle School Teacher Leadership Team: Cynthia Grelck, Ruben Bitts, Jay Rocca Jo McCoy, NKN Middle School Counselor Angie Douma, Parent and NKN MS Teacher Marie Giani, Parent and NKN MS Instructional Assistant Steve Baertlein, NKN Maintenance Supervisor Thomas Nugent, NKN MS Head Custodian

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

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

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

	Kristi Woika, parent
Local public health office(s) or officers(s)	<a href="https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/">https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/</a> Cerisa Albrechtsen, NKN School District School Nurse
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Lori Dilbeck
Intended Effective Dates for this Plan	March 15, 2021 - June 30, 2021
ESD Region	Northwest Regional 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.

<ul style="list-style-type: none"> <li>● Neah-Kah-Nie District staff surveys</li> <li>● School district and school websites updated with a special COVID-19 page specifically for parents;</li> <li>● School board monthly updates;</li> <li>● Operational Blueprint for School Reentry planning included as a school board meeting agenda item;</li> <li>● Communication and meetings with Tillamook County Health Department and regional educators and other health department officials;</li> <li>● Parent and staff updates on NKN website and district Facebook;</li> <li>● Leadership Team attending virtual meetings hosted by ODE to review the new guidelines for schools in late June;</li> <li>● Individual parent contacts by school secretaries to determine Spring 2021 enrollment plans and transportation needs;</li> <li>● Student Investment Account Committee work to establish priorities- included major outreach to stakeholders (Parents, Community, Business Partners, Staff, School Board, Community College, ESD, and students);</li> <li>● Distance Learning Survey for Parents - Fall 2020, and Spring 2021 in English and Spanish. EL families interviewed by phone to gather their responses;</li> <li>● Each school created committees to design multiple different possible schedules including thematic, distance, hybrid, face-to-face, and other options;</li> <li>● Monthly emailed/posted newsletter to parents with a variety of school related information;</li> <li>● Multi-weekly meetings with staff to talk about current and future planning around scheduling, distance learning, and updates about COVID county stages;</li> <li>● Met with First Student monthly to discuss transportation and needs for district;</li> <li>● Continuous professional development on how to improve distance learning.</li> </ul>
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3. Select which instructional model will be used:

**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 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

\* **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 CDI 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.*



# 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><li><input type="checkbox"/> 1. Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a>.<ul style="list-style-type: none"><li>• OSHA has developed a <a href="#">risk assessment template</a>.</li></ul></li><li><input type="checkbox"/> 2. Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.</li><li><input type="checkbox"/> 3. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a>.<ul style="list-style-type: none"><li>• Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule <a href="#">OAR 437-001-0744(3)(h)</a>.</li><li>• OSHA has developed a sample <a href="#">infection control plan</a>.</li></ul></li><li><input type="checkbox"/> 4. Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <b>Ready Schools, Safe Learners</b> guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.</li><li><input type="checkbox"/> 5. Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.</li><li><input type="checkbox"/> 6. 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.</li><li><input type="checkbox"/> 7. Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li><li><input type="checkbox"/> 8. Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li><li><input type="checkbox"/> 9. Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.</li><li><input type="checkbox"/> 10. Process to report to the LPHA any cluster of any illness among staff or students.</li><li><input type="checkbox"/> 11. Protocol to cooperate with the LPHA recommendations.</li><li><input type="checkbox"/> 12. Provide all logs and information to the LPHA in a timely manner.</li><li><input type="checkbox"/> 13. Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li><li><input type="checkbox"/> 14. Protocol to isolate any ill or exposed persons from physical contact with others.</li></ul>	<ul style="list-style-type: none"><li>1. NKN Middle School Safety Committee conducted a risk assessment on February 19 during a scheduled monthly meeting.</li><li>2. District #56 has developed health and safety measures to be implemented in all of its buildings that follow the Communicable Disease Guidelines published by the Oregon Department of Education and Oregon Health Authority.</li><li>3. District #56 has updated its Communicable Disease policies, has developed and implemented a <a href="#">Communicable Disease Plan</a> and Pandemic Response Plan that outlines the district's plans for responding to outbreaks within the school community (3a, 3b, 3c).</li><li>4. Lori Dilbeck is the designated single point-person who will implement, support and enforce all RSSL health and safety protocols. The staff have been informed of this person.</li><li>5. A Google Form was created to allow for named and anonymous sharing of concerns and is reviewed daily.</li><li>6. LPHA is Tillamook County Public Health:<ul style="list-style-type: none"><li>Melissa Paulissen MD</li><li>Christi Sheppard- Lead Communicable Disease RN</li><li>Cerisa Albrechtsen- Contract RN for NKN district</li></ul></li><li>7. Before Hybrid Model is in place, staff will have reviewed the following: Operational Blueprint which includes: sanitary practices training, surface sanitizing, room arrangements, restroom assignments, handwashing, respiratory etiquette, social distancing. During our transition between CDL with Limited In Person to Hybrid, will have reminder training in all safety protocols and - student entry training, logging contract tracing information, symptom screening.</li><li>8. When a student or staff tests positive, the LPHA will be contacted to begin contact tracing.</li><li>9. (see sanitation <a href="#">schedule</a>) Each staff person is required to clean their own space two times daily before and after lunch. Teachers need to clean all surfaces between students, secretaries need to clean all office surfaces., Everyone should have a cleaning <a href="#">schedule</a> that will be signed/dated and collected daily. This information will be kept with the 4-week cohort records.</li><li>10. Staff are required to report symptoms, concerns and positive test results to the building principal immediately. Principal or designee notifies school nurse/ Health Dept. and Superintendent. (3 or more students have been sent home from a cohort please report this information to district nurse for further investigation. )(review</li></ul>

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> 15. Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 16. 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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> 17. Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input type="checkbox"/> 18. Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> <li>● See supplemental guidance on LPHA/school partnering on <a href="#">contact tracing</a>.</li> <li>● Refer to <a href="#">OHA Policy on Sharing COVID-19 Information</a></li> </ul> </li> <li><input type="checkbox"/> 19. 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.</li> <li><input type="checkbox"/> 20. Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li><input type="checkbox"/> 21. Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in <a href="#">ODE's COVID-19 Weekly School Status</a> system.</li> <li><input type="checkbox"/> 22. Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul> | <p>Communicable disease guidance)<br/> <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commndisease.pdf?utm_medium=email&amp;utm_source=govdelivery">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commndisease.pdf?utm_medium=email&amp;utm_source=govdelivery</a></p> <p>11. Provide all logs and information to the LPHA in a timely manner, if requested. Logs can be faxed to 503-842-3983 Attention Public Health Staff.</p> <p>12. Contact tracing logs are completed every morning by the screeners upon staff and student entry and maintained electronically as a shared google form (shared with school nurse and school office staff) and can be printed hard copy as needed.</p> <ul style="list-style-type: none"> <li>- See <a href="#">NKN MS Hybrid/Limited In Person Plan</a>: Office staff maintains contact logs- staff self report, (Temperature and visual symptom screening, All staff trained and assigned duties.</li> </ul> <p>13. Isolation Room - (See NKN School District <a href="#">Screener</a>) Students or staff will be sent to the Isolation room to go home for:</p> <ul style="list-style-type: none"> <li>- Any two COVID symptoms</li> <li>- Any COVID symptom plus a CDC symptom.</li> <li>- Isolation room will be located in vacant conference room near the main entrance. (See <a href="#">Isolation Room Protocol</a>)</li> </ul> <p>15. Paul Erlebach, superintendent, will be the point person for all communication about outbreaks at any facility. Staff report to Principals, Principals report to Superintendent...follow chain of command.</p> <p>16, 17, 18. Contract Tracing Logs are turned over to Health Dpt. in case of suspected cases. Health Dpt. will conduct the contact tracing. Daily Log in google sheets is created from synergy student data, and is completed daily by trained staff posted at each entrance on arrival- students are screened for temperature and visual symptoms, cross-referenced with transportation log. Students go from screener straight to assigned classroom. Duty staff enforce one way traffic/ entry routine</p> <p>19. All itinerant staff will sign in at the front office. Sign in form lists time in, out and contacts made (see sign in <a href="#">form</a>).</p> <p>20. Principals have met with our school nurse and our custodians in the schools to ensure that our cleaning plans are in alignment with the cleaning and disinfecting in <a href="#">this document</a> from the CDC.</p> <p>21. Lori Dilbeck, Principal will complete the weekly updates required by the State Department.</p> <p>22. Use the Planning for COVID-19 Scenarios in <a href="#">School</a> when responding to potential outbreaks.</p> |
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OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 23. Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> 24. All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> 25. Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid</a>.</p> <p><input type="checkbox"/> 26. 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"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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 <a href="#">Oregon School Nurses Association</a>.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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</li> </ul> </li> </ul>	<p>23. All students identified as vulnerable, either by a physician, or parent/guardian notification, will receive instruction through the CDL model.</p> <p>24. Students who experience disability will continue to receive specially designed instruction either through limited on-site or CDL models. - Students with language services will continue to receive English Language Development</p> <p>25. Principals and the special education department have done that.</p> <p>26. Principals and school nurses have done this.</p>

- 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
<p><input type="checkbox"/> 27. 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 <b>use of all space</b> in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> <li>● Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</li> </ul> <p><input type="checkbox"/> 28. Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p> <p><input type="checkbox"/> 29. 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.</p> <p><input type="checkbox"/> 30. Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</p> <p><input type="checkbox"/> 31. Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p> <p><input type="checkbox"/> 32. Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</p>	<p><b>27. Capacity for Middle School Settings:</b></p> <ul style="list-style-type: none"> <li>● Multiply Purpose Room (used for PE classes) ; 4320 usable square feet; no more than 123 people</li> <li>● Classrooms (210, 221, 216,217, 218): 810 usable sq ft; no more than 23 people</li> <li>● Classroom (220): 780 usable sq ft; no more than 22 people</li> <li>● Classrooms (213, 215): 841 usable sq ft; no more than 24 people</li> <li>● Classroom (144): 678 usable sq ft; no more than 19 people</li> <li>● Classroom(146): 919 usable sq ft; no more than 26 people</li> <li>● Library: 1421 usable sq ft; no more than 40 people</li> <li>● Additional Classroom in Library: 1092 sq. ft; no more than 30 people</li> </ul> <p><b>28. See NKNMS cohorts <a href="#">chart</a></b> for room assignments and assigned restrooms, and entry/ exit routine, signage in classrooms and shared spaces) All spaces at NKNMS including classrooms, hallways, stairs, outside staging areas have markings on the floors to cue for physical distancing.</p> <p><b>Hybrid Instructional Model Specifics:</b></p> <ul style="list-style-type: none"> <li>● Two Cohorts: Cohort A and Cohort B</li> <li>● Cohort A will attend on site Mondays and Wednesdays</li> <li>● Cohort B will attend on site Tuesdays and Thursdays</li> <li>● Cohort A and B will have ten small cohorts</li> <li>● Each small cohort has its own entry door.</li> <li>● Students will remain in their homeroom all day, teachers will rotate.</li> <li>● Exploratories will remain virtual.</li> </ul> <p>29. Assigned entrance/exits have been established to minimize entry and exit wait times. Counterclockwise travel pattern for daily entry routine. Staggered exit times and assigned supervision support direct exit without cohort overlap.</p> <p>30. We are offering an Online program in addition to an Onsite program, so enrollment numbers Onsite have diminished. We are maintaining each class as its own stable cohort to limit interactions among people on campus.</p> <p>31. We are a PBIS school and are using that team to plan training for students on mask wearing, physical distancing, flow of traffic, eating in classrooms, using the cohorted bathrooms, etc. We are also making videos about our new systems to share with students. We will do a deep dive on handwashing, covering their cough and mask wearing as well as physical distancing.</p> <p>32. Staff meetings are held online as are trainings. If staff elect to meet in the same room as others, physical distancing of at least 6 feet will be maintained and masks will be worn with a maximum of 3 staff in a shared space. Windows must also be open.</p>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
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<p><input type="checkbox"/> 33. Where feasible, establish stable cohorts: groups shall 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"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <p><input type="checkbox"/> 34. Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week<sup>4</sup>, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.</p> <p><input type="checkbox"/> 35. Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</p> <p><input type="checkbox"/> 36. 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 type="checkbox"/> 37. Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p><input type="checkbox"/> 38. Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards<sup>5</sup>, and peers.</p> <p><input type="checkbox"/> 39. Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p> <p><input type="checkbox"/> 40. Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.</p>	<p>33. (See Middle School Daily <a href="#">Schedule</a>) Student Population by Grade and Number of Students in Cohort 6th grade: 60 - 3 Cohorts of 8-10 students 7th grade: 64 - 4 Cohorts of 8-10 students 8th grade: 65 - 3 Cohorts of 8-10 students</p> <p>34. Students will attend school using an A/B Hybrid Schedule</p> <ul style="list-style-type: none"> <li>• Group A - Consist of 10 Cohorts (50% of population-8-12 students)</li> <li>• Group B - Consist of 10 Cohorts (50% of population-8-12 students)</li> </ul> <p>Group A will attend on-site Mondays and Wednesdays. Group B will attend on-site Tuesdays and Thursdays.</p> <p>Instructional schedule based on staff rotation, students stay in classrooms, assigned entry/exit, assigned bathrooms, closed campus at break times, one way hall traffic- single class passing at a time to elective classes located in other classrooms. Staggered lunch schedule, staggered exit, Sanitation between cohorts is scheduled.</p> <p>35. We created a Google Form to use as a contract tracing log</p> <p>36. (see Middle Hybrid/Limited In Person <a href="#">Plan</a> for cohort room assignments and assigned restrooms, duty roster and entry/ exit routine, signage in classrooms and shared spaces, floor markings)</p> <p>37. The sanitation <a href="#">schedule</a> includes frequent sanitizing of high frequency areas, bathrooms, classrooms, and supplies, if used by multiple students. - Classroom teachers will <a href="#">sanitize</a> students' desks before and after eating and at the end of the day.</p> <p>38. Cohorts will be designed by grade which are already balanced by gender and other subgroups.</p> <p>39. Staff will wash/sanitize hands before entering each new cohort's classroom. Staff rotate to classrooms for instruction.</p> <p>40. N/A</p>
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### 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 41. 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 type="checkbox"/> 42. Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see <a href="#">section 8b</a> of the <b>Ready Schools, Safe Learners</b> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.</p>	<p>41. The principal has been communicating with staff in weekly staff meetings, and doing regular periodic trainings to keep staff trained. Protocols will be housed in a shared Google drive for staff to review and use with students.</p> <p>42. This is being done currently through staff meetings. Attendance is taken. The principal has created a slideshow to share which includes new regulations, policies, and other trainings to prepare for Onsite. Discussion and Q&amp;A time is included during these trainings.</p> <p>43. Signage is posted throughout the building.</p> <p>44. Principal or designee will CONFIRM this information from our public health officials or parents. This information will be given to principal and superintendent first. Public health will be able to advise better after cohort lists, cleaning records and room in and out information has been gathered and reviewed. We have used <a href="#">this public health communication</a></p>

<sup>4</sup> The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

<sup>5</sup> Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

- 43. Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- 44. Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
  - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
  - OSHA has developed a [model notification policy](#).
- 45. Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- 46. Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- 47. Provide all information in languages and formats accessible to the school community.

[information](#) to prepare for this situation as it arises. Currently, our Superintendent is communicating any positive cases in the district to the public and the school team (Principal and secretaries) would alert staff and students as told to by public health.

45. Staff cannot disclose any personal identifiers such as staff or students name, age, whom they live with or where they live, to other staff or community members. This information can be shared with your local public health if you are in good faith making a report, however if you knowingly reporting incorrect information in an attempt to find out confidential information this is considered a breach of HIPPA and come with steep fines.

You can disclose that someone in the student's cohort has gone home sick, or has tested positive. Here's a link to the department of education's communication tool kit that we have reviewed to use. <https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/2020-21-Communications-Toolkit.aspx>

-Lead COVID person at that school will CONFIRM positive COVID test from our public health officials. Public health will be able to advise better after cohort lists, cleaning records and room in and out information has been gathered and reviewed. Once determination is made, Paul will notify staff, families and community when new case of COVID is diagnosed in students or staff members, including a description of how the school or district is responding.

46. Staff and students received interval training on all health and safety protocols.

47. All communication is provided in languages and formats accessible to the school community.

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 48. Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>• Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>• Emergency signs that require immediate medical attention:               <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul>	<p>48. This is what we are communicating to families. We use the same <a href="#">Symptoms Screener List</a> for staff, students and families to use. Our school nurse helped us develop it. We have also reviewed the emergency signs that require immediate medical attention in a staff meeting training. - We follow the following guidance for being excluded from school:</p> <p>Communicable Disease Guidance for Schools: <a href="https://drive.google.com/file/d/18BU2djUodfNSRkRm05I0KY-3Rn-UCfO1/view?usp=sharing">https://drive.google.com/file/d/18BU2djUodfNSRkRm05I0KY-3Rn-UCfO1/view?usp=sharing</a></p> <p>49/50: NKN MS screening process is as follows:</p> <p><b>Screening Students:</b></p> <ul style="list-style-type: none"> <li>• Arrival and drop-off times will be staggered by location/entry and cohort.</li> <li>• Students will utilize outside entrances. Each student will be assigned a specific entrance point</li> <li>• Staff will be present at each entrance and use the entrance screening algorithm to conduct a <a href="#">visual screen</a> for the appearance of symptoms. (runny nose/cough/sore throat or fever)</li> <li>• For students who arrive late, the secretary or health aid will use the entrance screening algorithm to conduct a visual screen for the appearance of symptoms.</li> <li>• When the screening indicates that a student may be symptomatic, the student will be directed to designated</li> </ul>
<input type="checkbox"/> 49. Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own	

- health, but regular reminders of the importance of daily screening must be provided to staff.
- 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.
50. Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “[Planning for COVID-19 Scenarios in Schools](#)” and the [COVID-19 Exclusion Summary Guide](#).
51. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).
52. 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.

- isolation area for the cohort/school building. (See [screening tool](#))
- Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. Students will wash/sanitize their hands prior to student entrance to classes
  - Students will be screened upon entry on district-provided transportation.

**-Screening Staff**

- Staff will be required to complete daily self screening protocol before reporting for work.
- Staff are required to report when they may have been exposed to COVID-19.(Contact your administrator to determine work site)
- Staff are required to report when they have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.
- Nursing will recommend that ill staff or family members seek COVID testing.

**-Ongoing:**

- Guidelines for return to school after illness can be found in section Communicable Disease and Pandemic Response Plans.
- Parents will be reminded (through weekly letters and on school voicemail messages) to report actual symptoms, including as part of communicable disease surveillance. Secretaries/Health Aides will document those comments on the COVID Symptom Monitoring spreadsheet. Nursing will be notified when a positive COVID test is reported.
- Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and with CCHD permission after symptoms (e.g., fever, cough, shortness of breath,sore throat, headache) are improving.

51. Staff have been trained on this item.

52. This is part of our contact log/entry procedure for both staff and students.

**1g. VISITORS/VOLUNTEERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 53. Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <p><input type="checkbox"/> 54. Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input type="checkbox"/> 55. Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> 56. Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <b>Ready Schools, Safe Learners</b> guidance.</p>	<p>53. Non-Essential Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities required in person interaction, at this time. Adults at school are limited to essential personnel only.</p> <p>54-56. Essential Visitors/Volunteers will be required to wash/sanitize upon entry to the building, complete a paper/digital screening, and will be required to wear appropriate face-coverings and adhere to all RSSL guidance.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 57. Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p><input type="checkbox"/> 58. Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</p> <p><input type="checkbox"/> 59. Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.</p> <p><input type="checkbox"/> 60. Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p> <p><input type="checkbox"/> 61. Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> <li>● 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"> <li>○ Students must not be left alone or unsupervised;</li> <li>○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> <p><input type="checkbox"/> 62. Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><b>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</b></p> <p><input type="checkbox"/> 63. If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.</li> <li>● 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.</li> </ul>	<p>57. We have masks to provide any adult or child who needs one.</p> <p>58 &amp; 59. Face coverings are required for all students in grades 6-8, all staff, contractors or other service providers, visitors and volunteers.</p> <p>A face covering is made of cloth and covers the nose and mouth. A face shield is a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face. Face masks are medical grade surgical or N95 masks that should be reserved for medical personnel where possible. The use of face coverings, shields, or masks does not change physical distancing requirements.</p> <p>Lack of access to a face covering cannot be a barrier to instruction; each school has a responsibility to ensure that students have access to usable face coverings.</p> <p>We are aware that certain students or staff with certain medical conditions or disabilities may need teaching or accommodations around this requirement and have that in place.</p> <p>60. We have this in place already.</p> <p>61. The staff has been trained on this already. Classroom teachers will develop plans for mask breaks.</p> <p><b>Students who abstain from wearing a face covering, or students whose families determine that the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option,</b> however, additional provisions apply to students protected under ADA and IDEA. For students with 504 or IEP plans, face coverings will be reviewed on a case-by-case basis, however please refer to the ODE and OHA’s Ready Schools, Safe Learners document for more information.</p> <p>ODE, OHA, schools, families, and community organizations have important new roles in preparing families and caretakers to <b>prepare younger children to wear face coverings safely</b> and effectively. This includes instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and how to allow for “face covering breaks” during instruction. <b>If a student removes a face covering,</b> or demonstrates a need to remove the face covering for a short period of time, the school/team must:</p> <ul style="list-style-type: none"> <li>● Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;</li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul>

- Additional instructional supports to effectively wear a face covering.
64. 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.
65. Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
    2. Not make placement determinations solely on the inability to wear a face covering.
    3. Include updates to accommodations and modifications to support students in plans.
  - For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
    2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
      - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
      - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
    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.
66. 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.
67. If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

- For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction (Ready Schools, Safe Learners).

All PPE is stored just outside our isolation room. All staff have masks and face shields, and gloves available to them.

62. We provide face shields for SLP's and face coverings for anyone else who asks.

63- above

64. Appropriate staff have been trained on this.

65 & 66 & 67. Students with existing medical conditions and doctors orders to not wear face coverings will not be denied in-person instruction. Staff serving these students in person will receive training and will be provided with PPE. Schools will comply with existing IEP and 504 plans. Plans will be updated to identify specially designed instruction or modifications needed during CDL, Limited In Person, Hybrid and In Person instruction consistent with ODE requirements. If students demonstrate an inability to consistently wear a face covering the school will initiate a team review of the circumstances and may refer the student for IEP or 504 evaluation if it might be due to a disability.

If staff members require accommodation for the face covering or face shield, the district will work with the staff member to provide an accommodation which may include limiting the staff member's proximity to others in order to minimize the possibility of exposure. Staff must request accommodation from their building principal and may be asked to provide a medical statement supporting the need for accommodation.

See [this document](#) for what the district used to plan for masks, face shields and plastic barriers.

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements

Hybrid/Onsite Plan

<p><input type="checkbox"/> 68. Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input type="checkbox"/> 69. Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. 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 if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs.</li> </ul> <p><input type="checkbox"/> 70. Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>• School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual shall wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input type="checkbox"/> 71. Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input type="checkbox"/> 72. 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 <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></p> <p><input type="checkbox"/> 73. Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input type="checkbox"/> 74. Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input type="checkbox"/> 75. The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>-68. Staff will use the NKN SD Screener <a href="#">Symptoms</a> list for students who are showing symptoms.</p> <p>69. All students are screened for symptoms at home by their families, upon entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian for the bus. The school will screen for temperature and symptoms daily at the entry point for each cohort. Staff members can self-screen and attest to their own health.</p> <p>70. ISOLATION MEASURES-SCHOOL BUILDING: • • Each school principal (or designee) will connect weekly with the school nurse on updates to the plan and isolation measures taken to that point. • All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided facial covering and should wear one. Staff will wear a facial covering and maintain physical distancing, but never leave a child unattended. • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintains sufficient composure and disposition so as not to unduly worry a student or family. • Isolation space should not create a stigma, it should have a negative air flow. Ventilation systems including High Particulate Air (HEPA) filters will be used where possible including in areas where students with special health care needs to receive medication or treatments. • Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the LPHA.</p> <p><b>-Isolation</b>-separates sick people with a contagious disease from people who are not sick. We will use isolation at school until a sick person leaves the campus.</p> <p><b>-Quarantine</b>-separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. Quarantine will be used to keep ill staff or students off campus until symptoms have resolved.</p> <p>- If students become ill while in a classroom, teachers will screen students for COVID-19 symptoms. If students exhibit symptoms, they will go directly to the isolation room. Office staff will monitor student(s) and contact parents for pick up.</p> <p><b>Isolation Room</b> -located in the Conference Room. This room has access for parent pick without going through the office.</p> <p><b>Waiting Area/Room</b> -located in the hallway between MPR and Counselor's office. This area is for students who are ill with CDC symptoms, not COVID and who are waiting to go home.</p> <p><b>Nurses Room:</b> - This room is available for students have not CDC or COVID symptom who need medical related care.</p> <p>-All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided facial covering and should wear one. Staff will wear a facial covering and maintain physical distancing, but never leave a child unattended.</p> <ul style="list-style-type: none"> <li>• While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical</li> </ul>
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that staff maintains sufficient composure and disposition so as not to unduly worry a student or family.

- Isolation space should not create a stigma, it should have a negative air flow. Ventilation systems including High Particulate Air (HEPA) filters will be used where possible including in areas where students with special health care needs to receive medication or treatments.
- Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the LPHA.

**71. ISOLATION MEASURES -TRANSPORTATION:**

- Students who are screened on the bus in the morning and are deemed to possibly have COVID-19 symptoms will be placed in a single seat in the front of the bus. The bus driver will communicate with school staff the symptoms of the student. School staff will place the student in the isolation area and follow other protocols as described in the pandemic response plan.
- Students who are on the bus in the afternoon who are deemed to have COVID-19 symptoms will be delivered (as close as possible to the home) and the bus driver will need to notify school personnel. School personnel will notify parents.
- If a student must be isolated, driver/assistant will call ahead and let staff know that they are arriving with a student who needs to be isolated.

72. Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve, and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving.

73. The school nurse has assisted in the development of all protocols and will consult for symptomatic students or staff, or we will just send them home if they have symptoms and cannot locate her at another building- we are erring on the side of caution and safety.

74. The school nurse has assisted in the development of all protocols and will consult for symptomatic students or staff, or we will just send them home if they have symptoms and cannot locate her at another building- we are erring on the side of caution and safety.

75. We are providing CDL to students who choose to or must remain home.



## 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
<input type="checkbox"/> 76. Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> 77. 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"> <li>● The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>● 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.</li> <li>● 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.</li> <li>● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> <input type="checkbox"/> 78. 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. <input type="checkbox"/> 79. 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. <input type="checkbox"/> 80. Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> 81. When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> 82. When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	<p>76. All students will be enrolled following the Oregon Department of Education guidelines.</p> <p>-Families will be encouraged to register online and will be contacted by school staff to schedule an on-site follow-up appointment.</p> <p>-Safety protocols will be put into place for any student/family who would like to register on site, or come in for a follow-up registration/enrollment appointment</p> <p>77. We follow this guidance.</p> <p>78. No student will be unenrolled unless we receive records requests from another school where the student was enrolled. We will make contact weekly if a student is absent because of Covid- 19 or a pre-arranged absence. Our normal routine is to contact families of students with unexcused absences the day they are first marked absent.</p> <p>79. We follow this guidance.</p> <p>80. For students who do not attend in-person because of a family illness, teachers will make individual contact with them daily.</p> <p>81. We follow this guidance.</p> <p>82. We follow this guidance.</p>

### 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 83. 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"/> 84. 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"/> 85. 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.	<p>83. N/A</p> <p>84. Attendance will be taken once per class period (6-8) and accurately recorded in Synergy</p> <p><b>85, 86: REMOTE ATTENDANCE:</b></p>

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.

- 86. 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.
- 87. 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.

Teachers of all grades and courses will report once daily evidence (for each class) of student participation, engagement, or interaction with a teacher or paraprofessional **within the previous 24 hour period.**

-This evidence may include:

Participating in a video class; Communication from the student to the teacher via chat, text message or email; A phone call with the student, or, for younger students, with the parent; Posting completed coursework to a learning management system or web-based platform or via email; or turning in completed coursework on a given day. Attendance policies and practices will encourage students/staff to stay home if someone in their house is sick or may have been exposed to an unconfirmed case of COVID-19.

- Secretaries will notify the principal when absence rates increase or reach 20% of a classroom/extended cohort. In addition, the secretary will maintain a COVID Symptom Monitoring spreadsheet, tracking student absences due to fever/respiratory illness.

-School principals will notify school nurses and the superintendent of any cluster illnesses within cohorts.

87. -We regularly communicate with students and families expectations around participation, engagement, and attendance of both remote and on-site learning.

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 88. Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> 89. Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> <li><input type="checkbox"/> 90. If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.</li> </ul>	<p>88, 89, &amp; 90: The District will attempt to provide each student with their own Chromebook device.</p> <ul style="list-style-type: none"> <li>● Students who need a device will have the option to take the device home for at-home use.</li> <li>● Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>● School devices will be cleaned and sanitized between each use.</li> <li>● Update School Reopening Survey to collect information about the numbers, types, and condition of devices used in homes to support remote learning.</li> <li>● Share a list of all software and student facing technology solutions with families</li> <li>● Review technology policies and data privacy policies and update if needed</li> <li>● During check-out and check-in procedures, social distancing and safety measures will be utilized. DISTRICT TECHNOLOGY AND CONNECTIVITY SUPPORTS</li> <li>● Deployment of district-provided technology hubs, household hotspots and district-owned wireless access points placed throughout the community will continue to ensure adequate internet access for all families.</li> </ul>

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>91. Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</li> <li><input type="checkbox"/> <b>92. Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> </ul>	<p><b>91. Handwashing:</b>(Signage Provided)</p> <ul style="list-style-type: none"> <li>● All people on campus should be advised and encouraged to wash their hands upon building entry and frequently throughout the day.</li> <li>● Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas.</li> </ul>

- 93. 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.
- 94. Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- 95. Personal Property:** Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

- All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day.
- Students will be directed to wash their hands before and after use of cohort assigned recreation equipment.
- Students must wash/sanitize their hands before meals and will be encouraged to do so after.
- Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette.
- All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups.
- Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playgrounds.

**HANDWASHING STATIONS BUILDING LOCATIONS:**

Access to soap and water handwashing is located in all bathroom facilities, office sick room, isolation room, cafeteria, art room, library, maker's space, locker rooms and MPR. Sanitizing stations are located at each main entrance, and at the door of each cohort classroom.

**92. Equipment:**

**SUPPLIES/EQUIPMENT/PERSONAL PROPERTY**

- Sharing of supplies will be restricted when possible.
- Students will each have a designated place to keep individual supplies
- Any shared equipment will be cleaned between users.
- In addition, the district will provide guidance for all families as to what items can be brought to/from school.
- Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student.

**93. Events:**

- Off-site field trips and events requiring visitors or volunteers have been canceled for now.
- Virtual field trips may be provided.
- In-school events will be modified to follow cohort and social distancing guidance.
- Use of the building by outside groups will follow county guidelines.
- Use of facilities for District sponsored athletics and activities shall be coordinated through the building principal

**94. Transitions/Hallways:**

- Hallways include one-way traffic markings to reduce contact.
- Student cohorts will remain in the classroom with adult transitions when possible.
- Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, and handwashing station throughout the school day.

**95. Personal Property:**

- Students will be allowed to bring personal water bottle and have access to a water bottle filling station if necessary.
- Students will take their Chromebooks to and from school and are encouraged to bring their own headphones. If not, the school will supply individual headphones to each student.
- School supplies will be supplied by the school if necessary.

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 96. Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> 97. Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> 98. Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> 99. 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"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> <input type="checkbox"/> 100. 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>96, 97, 98: See <a href="#">MS Schedule</a> for information pertaining to cohorts, arrival and departure times, cohort entrances, and screening procedures.</p> <p>99. We have created a Google Form to use as a contract tracing log. This form has all the required information.            -All classrooms and offices have sanitation dispensers located outside doors for easy access prior to entering the space.</p> <p>100. Hand sanitizer stations are located outside every room in the middle school.            - Caregiver drop-off/pick-up: cars come into our circle, students are dropped off and head to their designated door for entry. At the end of the day, students exit through the entry door and walk to caregiver car. Caregivers do not leave cars.</p>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>101. Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> <b>102. Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> <b>103. Handwashing:</b> 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 shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p><b>101. Seating:</b> ● Student desks and tables will be arranged to allow students to remain at least six feet apart. ● Assigned seating will be utilized so students are in the same seat at all times.</p> <p><b>CLASSROOM ENVIRONMENT:</b> ● Teachers will use tape, stickers, signs, etc. to illustrate traffic flow, appropriate spacing, assigned seating areas. ● Ventilation is being addressed in every building. Open windows, fans, supplemental ventilation tools, and outdoor spaces will be used when appropriate ● Students will receive regular and frequent instruction on supply use procedures and classroom cleaning/sanitation processes, including handwashing.</p> <p><b>102. Materials:</b> 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. ● All students will have a designated location to keep personal supplies/equipment within the classroom. ● Hand sanitizer and tissues will be available for use by students and staff.</p> <p><b>103. Handwashing: HANDWASHING-CLASSROOM:</b> ● Staff are trained on proper handwashing and have set up systems in classes to remind students to wash hands frequently ● All people on campus should be advised and encouraged to wash their hands frequently. ● Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. ● All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. ● Students will be directed to wash their hands before and after use of equipment or use hand sanitizer. ● Students must wash their hands or use hand sanitizer before and after meals. ● Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette. ● All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups. ● Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain</p>

clean and disinfected environments including classrooms, cafeteria settings, restrooms, MPR, and outside areas.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 104. Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a> ).	104. They are currently closed.
<input type="checkbox"/> 105. After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.	105.-Restrooms are equipped with soap and water. Handwashing procedures are posted in all restroom areas and in classrooms. We also train students with videos.
<input type="checkbox"/> 106. 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.	106. Schedules have been developed for cohort use of school outside areas/field spaces, with a regular cleaning/sanitation schedule.
<input type="checkbox"/> 107. Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a> .	106. All students will use hand sanitizer or wash their hands before and after breaks.
<input type="checkbox"/> 108. Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).	107 & 108 & 109 & 110 & 111 & 112. Outdoor facilities and equipment use will be restricted/organized by cohort, and any shared equipment will be adequately sanitized daily. Signage and organization of equipment will identify which cohort uses what equipment and whether it is clean or needs to be sanitized. All cohorts have a designated outside space for breaks and/or lunch.
<input type="checkbox"/> 109. Maintain physical distancing requirements, stable cohorts, and square footage requirements.	113. We are a PBIS school and continue to train staff on Active Supervision for breaks. We have already added signage to all work areas/learning spaces with room capacity based on the 35 sq ft per person rule. We have a “3 people max in a room with open windows and masks and 6 feet apart” rule district wide. See 1c #27 for more info on room capacity.
<input type="checkbox"/> 110. Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	
<input type="checkbox"/> 111. Design recess activities that allow for physical distancing and maintenance of stable cohorts.	
<input type="checkbox"/> 112. Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> .	
<input type="checkbox"/> 113. Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 114. Include meal services/nutrition staff in planning for school reentry.	114. Ashley Arthur- food services coordinator and head cook Mandy Johnson have been included in planning and delivery of meals and scheduling.
<input type="checkbox"/> 115. Prohibit self-service buffet-style meals.	115. Breakfast/Lunch will be served in pre-packaged containers on trays in the classroom, prepared in the cafeteria.
<input type="checkbox"/> 116. Prohibit sharing of food and drinks among students and/or staff.	116. -Students will not share utensils, food or other items during meals.
<input type="checkbox"/> 117. 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.	117. When eating students may remove face coverings but must maintain 6 feet of distance from others. Desks/Tables in classrooms will be at least 6 feet apart.
<input type="checkbox"/> 118. Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.	118. Staff serving or supervising meals will wear face coverings and be offered gloves and face shields. Staff may supervise from the doorway

- 119. Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- 120. Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- 121. Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- 122. Adequate cleaning and disinfection of tables between meal periods.
- 123. Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

and must remain at least 6 feet away. We are communicating with parents that staff will be “hands off” so that students must be able to open/close their own lunch and beverage containers....staff will not assist.

119. Handwashing and/or hand sanitizing will be required before meals and encouraged for after meals.

120 & 121 & 122: Student meals will be delivered to each classroom by school staff. Physical distancing requirements must be maintained when meals are being delivered. Handwashing and surface cleaning and sanitizing before and after meals will be implemented. We will not be using point of sale keypad. A paper list accounting will be utilized to track meal charges and payments.

Care will be taken to maintain the safety of students with life-threatening food allergies when food is consumed in the classroom.

OFF SITE FOOD SERVICE: Students will be provided meals for those days when they are not scheduled to be in buildings.

123: Staff are encouraged to eat in their own spaces, staff room/ outdoors maintaining 6 ft. physical distance. Staff have staggered lunch times and breaks by team. They are required to wear face covering except when eating their meal.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 124. Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> 125. Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 126. Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.</li> <li><input type="checkbox"/> 127. Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a 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"> <li>○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> 128. 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.</li> <li><input type="checkbox"/> 129. Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g.,</li> </ul>	<p>124. Michael Reed- First Student was an integral member of our re-opening team planning and decision-making.</p> <p>125. Students enter sanitized busses, after first run busses are sprayed with DS1 disinfectant to be ready for the next run. This process is repeated for more frequent runs.</p> <p>126. Hand sanitizer is available and used.</p> <p>127. The Bus Barn is in charge of developing and implementing their protocols. Students will be screened by parents at home before riding buses or coming to school. Students will use hand sanitizer prior to entry on the bus. One student per seat unless they are siblings. Visual screening of students will be completed. Students with visual symptoms will be placed in the isolation seat 6 feet from the driver and other students. Students will be seated upon entry from the back seat forward. Students will exit the bus from the first seat first. Bus driver maintains a bus attendance list to support contract tracing. All students wear face coverings at all time and the bus driver has masks to give out if needed.</p> <p>128: A student’s individual education plans will list needed transportation accommodations or modifications, Case managers will consult with bus drivers regarding specific services required.</p> <p>129: They all wear masks.</p> <p>130. Prior to Onsite, information in our families’ home language will be shared with parent and transportation lists, schedules and procedures will be communicated by the bus barn and school.</p> <p>131. Students in grades k-12 are required to wear face coverings. Our school district has taken a stronger stance with this and is requiring it for preschool, too. Guidance with respect to students wearing or not wearing face coverings in school will be applied to transportation settings (see section 1h of this document)</p> <p>132. The buses are continuing to have open windows during routes to increase fresh air/ventilation.</p>

fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the **Ready Schools, Safe Learners** guidance.

- 130. 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).
- 131. Face coverings for all students, applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings. This prevents eating while on the bus.
- 132. Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 133. 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</li> <li><input type="checkbox"/> 134. Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</li> <li><input type="checkbox"/> 135. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> 136. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> 137. 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.</li> <li><input type="checkbox"/> 138. Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)</li> <li><input type="checkbox"/> 139. Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</li> <li><input type="checkbox"/> 140. All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.</li> <li><input type="checkbox"/> 141. 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 must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> </ul>	<p>133. Buildings are using <a href="#">this document</a> from the CDC to put together in-building protocols for cleaning, disinfecting and to keep our staff and students safe. Here is our NKN MS Sanitation <a href="#">Schedule</a>.</p> <p>134. We do not have outdoor learning spaces at this time, but if we do in the future, we will follow this.</p> <p>135. See the Sanitation Schedule above. Frequently touched surfaces (e.g. playground equipment, door handles, sink handles, water bottle filling stations, banisters, etc.) will be cleaned, sanitized, and disinfected multiple times per day. All surfaces will be cleaned and disinfected according to current evidence-based CDC guidance.</p> <p>136 &amp; 137. Disinfectants will be safely and correctly applied following labeling directions. These products will be kept away from students. To reduce the risk of asthma, disinfectants will be chosen from 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. Staff have all been trained to use our cleaners and sanitizers and there are ample labeled bottles around the school. NKN SD uses Hillyard's QT Plus; it was chosen for effectiveness and safety of the product.</p> <p>138. The HVAC system has been set to maximize air flow. Air purifiers are used in rooms without windows. Staff have been asked to open their windows at least 3 inches while students are present. We prop open exterior doors before students arrive and are dismissed.</p> <p>139 and 140. We have a cleaning schedule in place for our HVAC system and air purifiers.</p> <p>141. Fans WILL NOT be used if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms.</p> <p>142. The need for increased ventilation in areas where students with special health care needs receive medication or treatments will be</p>

- 142. Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- 143. Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- 144. 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](#)).

considered (Ready Schools, Safe Learners). At this time we have open windows and air purifiers to increase safety.

143. Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces.

144. High Efficiency Particulate Air (HEPA) filters will be used where possible, possibly including vacuum cleaners. Schools will consider running ventilation systems continuously and changing filters more frequently.

### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 145. 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.	145. Nursing staff will be used in supporting the development of this plan. District will review staffing needs of Health Services based on the plan.
<input type="checkbox"/> 146. Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	146. Cerisa Albrechtsen, School Nurse, Jo McCoy- School Counselor, Consultation with Rinehart Clinic and Tillamook Family Counseling mental health, staff will collaborate and implement the plan.  The District will implement a plan for maintaining health services for all students.

### 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 147. Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● 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.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul>	N/A
<input type="checkbox"/> 148. Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	
<b>Exception</b> K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <b>Ready Schools, Safe Learners</b> guidance) may operate, in consultation with their Local Public Health Authority, provided that:	
<input type="checkbox"/> 149. They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b>	

guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.

- 150. The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- 151. There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- 152. Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
  - Limit travel to essential functions.
  - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- 153. Any boarding students newly arriving to campus will either:
  - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
  - Quarantine on campus for 14 days.\*

\* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

- 154. Student transportation off-campus is limited to medical care.

### 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 155. In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>● 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.</li> <li>● Fire drills must be conducted monthly.</li> <li>● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>● 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.</li> </ul>	155 & 156. The same emergency drills we practice in person will be initiated during CDL and Onsite instruction.  Our Safety Team has planned out drills through February at this point and will continue to plan the school-wide drills at our monthly Safety Meetings. The Safety Team will distribute drill handouts in English and Spanish to families and use these handouts in CDL classes to instruct students on important safety information. NKN MS partners with the local fire department for materials for lessons.  In person drills will be practiced with 6 feet of distance being monitored and enforced by staff.
<input type="checkbox"/> 156. Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.	157. We have not yet had to compromise the 6 feet of physical distancing, but are aware of this time restriction if needed.  158. We only practice them once, although the class may debrief afterward as needed.
<input type="checkbox"/> 157. When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	159. We train for drills at the beginning of the year and then in Staff Meetings as needed.
<input type="checkbox"/> 158. Drills shall not be practiced unless they can be practiced correctly.	160. We will schedule multiple safety drills to ensure all students in our hybrid model will participate in all drills.
<input type="checkbox"/> 159. Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	161. We will require this.
<input type="checkbox"/> 160. 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).	

- 161. 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.

**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"> <li><input type="checkbox"/> 162. 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.</li> <li><input type="checkbox"/> 163. Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li><input type="checkbox"/> 164. 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.</li> <li><input type="checkbox"/> 165. 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.</li> <li><input type="checkbox"/> 166. Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li><input type="checkbox"/> 167. 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.</li> <li><input type="checkbox"/> 168. Plan for the impact of behavior mitigation strategies on public health and safety requirements:               <ul style="list-style-type: none"> <li>● Student elopes from area                   <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:                       <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>● Student engages in behavior that requires them to be isolated from peers and results in a room clear.                   <ul style="list-style-type: none"> <li>○ If students leave the classroom:                       <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>● Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require</li> </ul> </li> </ul>	<p>162 &amp; 163: NKN MS utilizes PBIS- Positive Behavior and Instructional Intervention Support program to proactively plan expectation reviews and skill building activities for students across all school settings and activities.</p> <p>164 &amp; 165: Target staff are trained in restraint and de escalation strategies using the MANDT system. Staff have and will continue to receive training in Trauma Informed Care practices, Social Emotional Learning practices. All cohorts will receive weekly 25 minute Social Emotional Learning (SEL) lessons with the school counselor to integrate SEL practices.</p> <p>166. NKN MS has had a SEL committee for the past year. This committee focuses on SEL education for our students and staff.</p> <p>167. We have had continuous training with Mindflow which focuses on self-care for adults.</p> <p>168. Each classroom will create a “Safe Spot/Calming Spot” for students to use to take mask breaks if needed. We are in the process of creating a regulation room in the office for students to use to self regulate before heading to class.</p> <p>NKN MS has a very active and skilled team who supports students needing additional support in academics, health or behavior. We are willing and able to provide Functional Behavior Assessments at the team level to support students with whatever they need.</p> <p>The district is providing staff with professional development which supports self-regulation for themselves and students through Mindflow.</p> <p>We will do additional training on these types of scenarios before students are back in March to make sure staff are prepared and staff.</p> <p>169. Staff will be trained on this prior to Onsite Instruction.</p>

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.

- 169. 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.

### 2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 170. Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	170. Staff have been informed to wash masks daily or use a new disposable mask daily. PPE is disposable and will be thrown away after use. We meet the requirements for cleaning, disinfecting and ventilation according to the RSSL guidance.



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 171. Review the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit.	171. Staff participated in professional development where we reviewed the document. There is a Google presentation prepared so that we can review frequently. 172. We will follow the protocol in the Planning for COVID-19 Scenarios in Schools.
<input type="checkbox"/> 172. Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 173. Review and utilize the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit.	173. See above.
<input type="checkbox"/> 174. Ensure continuous services and implement Comprehensive Distance Learning.	174. We are prepared to go to CDL if needed.
<input type="checkbox"/> 175. Continue to provide meals for students.	175. Meals are provided to students in our Hybrid Model at school and a sack is taken home for the days students are not attending on-site.

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 176. Review and utilize the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit.	176. See above.
<input type="checkbox"/> 177. Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC</a>	177. See sanitation <a href="#">schedule</a> .
	178. See NKN MS Hybrid <a href="#">Plan</a>

[guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.

- 178. 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.



## 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](#)



### 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>



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/16/21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Neah-Kah-Nie High School, Neah-Kah-Nie School District
Key Contact Person for this Plan	Heidi Buckmaster Ed. D., Principal
Phone Number of this Person	503-355-2990
Email Address of this Person	heidib@nknsd.org
Sectors and position titles of those who informed the plan	Esther Troyer, Margaret Whiting- Counselors Janice Scudder, ELD coordinator Carlotta Roddy, Kelly Thayer- Special Education Corey Douma, Athletic Director/ Teacher Kathryn Harmon, Librarian/ Technology Support/ Teacher Jenni Stinnett and Alice StClare, Instructional Assistant Erin Derr, Carla Neahring, Parent and Office-attendance, communication Delpha Corwin, Office Staff- fiscal/ operations Russell Zaugg, Steve Albrechtsen, Elective Core Teachers: Sabrina Eisele, Marylynn Marden, Jenna Betts, Justin Sereno

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

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

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

	Cynthia Grelck, Teachers Union President Michael Reed, First Student Transportation Carrie Hartford, Classified Stacey Dills, Special Student Services Director
Local public health office(s) or officers(s)	<a href="https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/">https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/</a>  Cerisa Albrechtsen, NKN School District School Nurse
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Heidi Buckmaster- Principal All staff
Intended Effective Dates for this Plan	March 15, 2021 - June 30, 2021
ESD Region	Northwest Regional 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.

- Neah-Kah-Nie District staff surveys
- School district and school websites updated with a special COVID-19 page specifically for parents;
- School board monthly updates;
- Operational Blueprint for School Reentry planning included as a school board meeting agenda item;
- Communication and meetings with Tillamook County Health Department and regional educators and other health department officials;
- Parent and staff updates on NKN website and district Facebook;
- Leadership Team attending virtual meetings hosted by ODE to review the new guidelines for schools in late June;
- Individual parent contacts by school secretaries to determine Spring 2021 enrollment plans and transportation needs;
- Student Investment Account Committee work to establish priorities- included major outreach to stakeholders (Parents, Community, Business Partners, Staff, School Board, Community College, ESD, and students);
- Distance Learning Survey for Parents - Fall 2020, and Spring 2021 in English and Spanish. EL families interviewed by phone to gather their responses;
- Each school created committees to design multiple different possible schedules including thematic, distance, hybrid, face-to-face, and other options;
- Monthly emailed/posted newsletter to parents with a variety of school related information;
- Multi-weekly meetings with staff to talk about current and future planning around scheduling, distance learning, and updates about COVID county stages;
- Met with First Student monthly to discuss transportation and needs for district;
- Continuous professional development on how to improve distance learning.

3. Select which instructional model will be used:

- 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 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

\* **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.*



# 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 1. Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a> . <ul style="list-style-type: none"> <li>OSHA has developed a <a href="#">risk assessment template</a>.</li> </ul>	1. NKN High School Safety Committee conducted a risk assessment on <a href="#">2/19/21</a> during a scheduled monthly meeting.
<input type="checkbox"/> 2. Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.	2. District #56 has developed health and safety measures to be implemented in all of its buildings that follow the Communicable Disease Guidelines published by the Oregon Department of Education and Oregon Health Authority.
<input type="checkbox"/> 3. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a> . <ul style="list-style-type: none"> <li>Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule <a href="#">OAR 437-001-0744(3)(h)</a>.</li> <li>OSHA has developed a sample <a href="#">infection control plan</a>.</li> </ul>	3. District #56 has updated its Communicable Disease policies, has developed and implemented a <a href="#">Communicable Disease Plan</a> and Pandemic Response Plan that outlines the district's plans for responding to outbreaks within the school community (3a, 3b, 3c).
<input type="checkbox"/> 4. Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <b>Ready Schools, Safe Learners</b> guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.	4. Principal, Heidi Buckmaster is the designated single point-person who will implement, support and enforce all RSSL health and safety protocols. The staff have been informed of this person.
<input type="checkbox"/> 5. Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.	5. A Google Form was created to allow for named and anonymous sharing of concerns and is reviewed daily.
<input type="checkbox"/> 6. 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.	6. LPHA is Tillamook County Public Health: Melissa Paulissen MD Christi Sheppard- Lead Communicable Disease RN Cerisa Albrechtsen- Contract RN for NKN district
<input type="checkbox"/> 7. Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	7. Before Hybrid Model is in place, staff will have reviewed the following: Operational Blueprint which includes: sanitary practices training surface sanitizing, room arrangements, restroom assignments, handwashing, respiratory etiquette, social distancing. During our transition between CDL with Limited In Person to Hybrid, we will have reminder training in all safety protocols and - student entry training, logging contract tracing information, symptom screening.
<input type="checkbox"/> 8. Protocol to notify the local public health authority ( <a href="#">LPHA Directory by County</a> ) of any confirmed COVID-19 cases among students or staff.	8. When a student or staff tests positive, the LPHA will be contacted to begin contact tracing.
<input type="checkbox"/> 9. Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.	9. (see sanitation <a href="#">schedule</a> ) Each staff person is required to clean their own space two times daily before and after lunch. Teachers need to clean all surfaces between students, secretaries need to clean all office surfaces. Everyone should have a cleaning <a href="#">schedule</a> that will be signed/dated and collected daily. This information will be kept with the 4-week cohort records.
<input type="checkbox"/> 10. Process to report to the LPHA any cluster of any illness among staff or students.	
<input type="checkbox"/> 11. Protocol to cooperate with the LPHA recommendations.	
<input type="checkbox"/> 12. Provide all logs and information to the LPHA in a timely manner.	
<input type="checkbox"/> 13. Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).	10. Staff are required to report symptoms, concerns and positive test results to the building principal immediately. Principal or designee

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> 14. Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> 15. Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 16. 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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> 17. Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input type="checkbox"/> 18. Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> <li>● See supplemental guidance on LPHA/school partnering on <a href="#">contact tracing</a>.</li> <li>● Refer to <a href="#">OHA Policy on Sharing COVID-19 Information</a></li> </ul> </li> <li><input type="checkbox"/> 19. 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.</li> <li><input type="checkbox"/> 20. Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li><input type="checkbox"/> 21. Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in <a href="#">ODE's COVID-19 Weekly School Status</a> system.</li> <li><input type="checkbox"/> 22. Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul> | <p>notifies school nurse/ Health Dept. and Superintendent. (3 or more students have been sent home from a cohort please report this information to district nurse for further investigation. )(review communicable disease guidance)<br/> <a href="https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commmdisease.pdf?utm_medium=email&amp;utm_source=govdelivery">https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commmdisease.pdf?utm_medium=email&amp;utm_source=govdelivery</a></p> <ul style="list-style-type: none"> <li>11. Provide all logs and information to the LPHA in a timely manner, if requested. Logs can be faxed to 503-842-3983 Attention Public Health Staff.</li> <li>12. Contact tracing logs are completed every morning by the screeners upon staff and student entry and maintained electronically as a shared google form (shared with school nurse and school office staff) and can be printed hard copy as needed. <ul style="list-style-type: none"> <li>- See <a href="#">NKN HS Hybrid/Limited In Person Plan</a>: Office staff maintains contact logs- staff self report, (Temperature and visual symptom screening, All staff trained and assigned duties.</li> </ul> </li> <li>13. Isolation Room - (See NKN School District <a href="#">Screener</a>) Students or staff will be sent to the Isolation room to go home for: <ul style="list-style-type: none"> <li>- Any two COVID symptoms</li> <li>- Any COVID symptom plus a CDC symptom.</li> <li>- Isolation room will be in space directly in front of the main entrance. (See <a href="#">Isolation Room Protocol</a>)</li> </ul> </li> <li>15. Paul Erlebach, superintendent, will be the point person for all communication about outbreaks at any facility. Staff report to Principals, Principals report to Superintendent...follow chain of command.</li> <li>16, 17, 18. Contract Tracing Logs are turned over to Health Dpt. in case of suspected cases. Health Dpt. will conduct the contact tracing. Daily Log in google sheets is created from synergy student data, and is completed daily by trained staff posted at each entrance on arrival- students are screened for temperature and visual symptoms, cross-referenced with transportation log. Students go from screener straight to assigned classroom. Duty staff enforce one way traffic/ entry routine</li> <li>19. All itinerant staff will sign in at the front office. Sign in form lists time in, out and contacts made (see sign in <a href="#">form</a>).</li> <li>20. Principals have met with our school nurse and our custodians in the schools to ensure that our cleaning plans are in alignment with the cleaning and disinfecting in <a href="#">this document</a> from the CDC.</li> <li>21. Heidi, Principal will complete the weekly updates required by the State Department.</li> <li>22. Use the <a href="#">Planning for COVID-19 Scenarios in School</a> when responding to potential outbreaks.</li> </ul> |
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**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 23. Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> 24. All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> 25. Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid</a>.</p> <p><input type="checkbox"/> 26. 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"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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 <a href="#">Oregon School Nurses Association</a>.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as:             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>	<p>23. All students identified as vulnerable, either by a physician, or parent/guardian notification, will receive instruction through the CDL model.</p> <p>24. Students who experience disability will continue to receive specially designed instruction either through limited on-site or CDL models. - Students with language services will continue to receive English Language Development</p> <p>25. Principals and the special education department have done that.</p> <p>26. Principals and school nurses have done this.</p>

- 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
<input type="checkbox"/> 27. 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 <b>use of all space</b> in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> <li>● Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</li> </ul> <input type="checkbox"/> 28. Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	<p><b>27. Capacity for High School Settings:</b> see <a href="#">Hybrid/ Limited In Person Plan</a></p> <p><b>28. Hybrid/ Limited In Person Plan</b> for room assignments and assigned restrooms, and entry/ exit routine, signage in classrooms and shared spaces) All spaces at NKNHS including classrooms, hallways, stairs, outside staging areas have markings on the floors to cue for physical distancing.</p> <p>29. Assigned entrance/exits have been established to minimize entry and exit wait times. Counterclockwise travel pattern for daily entry routine. Staggered exit times and assigned supervision support direct exit without cohort overlap.</p> <p>30. We are offering an Online program in addition to an Onsite program, so enrollment numbers Onsite have diminished. We are maintaining each class as its own stable cohort to limit interactions among people on campus.</p> <p>31. We are a PBIS school and are using that team to plan training for students on mask wearing, physical distancing, flow of traffic, eating in classrooms, using the cohorted bathrooms, etc. We are also making videos about our new systems to share with students. We will do a deep dive on handwashing, covering their cough and mask wearing as well as physical distancing.</p> <p>32. Staff meetings are held online as are trainings. If staff elect to meet in the same room as others, physical distance of at least 6 feet will be maintained and masks will be worn with a maximum of 3 staff in a shared space. Windows must also be open.</p>
<input type="checkbox"/> 29. Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	
<input type="checkbox"/> 30. Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	
<input type="checkbox"/> 31. Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	
<input type="checkbox"/> 32. Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 33. Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <input type="checkbox"/> 34. Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational	<p>33. See <a href="#">High School Daily Schedule</a>:</p> <p>34. Students will attend school using an A/B Hybrid Schedule</p> <ul style="list-style-type: none"> <li>● Freshman Cohorts (F1,F2, F3, F4)</li> <li>● Sophomore Cohorts (S1, S2, S3, S4)</li> <li>● Junior/Senior Cohorts (JS1, JS2, JS3, JS4)</li> </ul>

week<sup>4</sup>, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.

- 35. Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the **Ready Schools, Safe Learners** guidance).
- 36. Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- 37. Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- 38. Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards<sup>5</sup>, and peers.
- 39. Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- 40. Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

Group A will attend on-site Mondays and Wednesdays.  
Group B will attend on-site Tuesdays and Thursdays.

Instructional schedule based on staff rotation, students stay in classrooms, assigned entry/exit, assigned bathrooms, closed campus at break times, one way hall traffic- single class passing at a time to elective classes located in other classrooms. Staggered lunch schedule, staggered exit, Sanitation between cohorts is scheduled.

35. We created a Google Form to use as a contract tracing log

36. (see [Hybrid/Limited In Person Plan](#) for cohort room assignments and assigned restrooms, duty roster and entry/ exit routine, signage in classrooms and shared spaces, floor markings)

37. The sanitation [schedule](#) includes frequent sanitizing of high frequency areas, bathrooms, classrooms, and supplies, if used by multiple students.

- Classroom teachers will sanitize students' desks before and after eating and at the end of the day.

38. Cohorts will be designed by grade which are already balanced by gender and other subgroups.

39. Staff will wash/sanitize hands before entering each new cohort's classroom. Staff rotate to classrooms for instruction.

40. N/A

### 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 41. 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.	41. The principal has been communicating with staff in monthly staff meetings, email updates from School Nurse and County Health department, and doing periodic <a href="#">training</a> . Protocols will be housed in a shared Google drive for staff to review and use with students.
<input type="checkbox"/> 42. Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see <a href="#">section 8b</a> of the <b>Ready Schools, Safe Learners</b> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.	42. This is being done currently through staff meetings. Attendance is taken. The principal has created a <a href="#">slideshow</a> to share which includes new regulations, policies, and other trainings to prepare for Onsite. Discussion and Q&A time is included during these trainings.
<input type="checkbox"/> 43. Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(d) and (e)</a> .	43. Signage is posted throughout the building.
<input type="checkbox"/> 44. Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>● The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> <li>● OSHA has developed a <a href="#">model notification policy</a>.</li> </ul>	44. Principal or designee will CONFIRM this information from our public health officials or parents. This information will be given to the principal and superintendent first. Public health will be able to advise better after cohort lists, cleaning records and room in and out information has been gathered and reviewed. We have used <a href="#">this public health communication information</a> to prepare for this situation as it arises. Currently, our Superintendent is communicating any positive cases in the district to the public and the school team (Principal and secretaries) would alert staff and students as told to by public health.
	45. Staff cannot disclose any personal identifiers such as staff or students name, age, whom they live with or where they live, to other staff or community members. This information can be shared with your local public health if you are in good faith making a report, <u>however if you knowingly report incorrect information in an attempt to find out</u>

<sup>4</sup> The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

<sup>5</sup> Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

- 45. Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- 46. Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- 47. Provide all information in languages and formats accessible to the school community.

confidential information this is considered a breach of HIPPA and can come with steep fines.

You can disclose that someone in the students cohort has gone home sick, or has tested positive. Here's a link to the department of education's communication tool kit that we have reviewed to use. <https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/2020-21-Communications-Toolkit.aspx>

-Lead COVID person at that school will CONFIRM positive COVID test from our public health officials. Public health will be able to advise better after cohort lists, cleaning records and room in and out information has been gathered and reviewed. Once determination is made, Paul will notify staff, families and community when a new case of COVID is diagnosed in students or staff members, including a description of how the school or district is responding.

46. Staff and students received interval training on all health and safety protocols.

47. All communication is provided in languages and formats accessible to the school community.

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 48. Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>● Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>● Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> 49. Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.               <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li><input type="checkbox"/> 50. Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to</li> </ul>	<p>48. This is what we are communicating to families. We use the same <a href="#">Symptoms Screener List</a> for staff, students and families to use. Our school nurse helped us develop it. We have also reviewed the emergency signs that require immediate medical attention in a staff meeting training. - We follow the following guidance for being excluded from school:</p> <p>Communicable Disease Guidance for Schools:</p> <p><a href="https://drive.google.com/file/d/18BU2djUodfNSRkRm05I0KY-3Rn-UCfO1/view?usp=sharing">https://drive.google.com/file/d/18BU2djUodfNSRkRm05I0KY-3Rn-UCfO1/view?usp=sharing</a></p> <p>49/50: NKN HS screening process is as follows:</p> <p><b>Screening Students:</b></p> <ul style="list-style-type: none"> <li>● Arrival and drop-off times will be staggered by location/entry and cohort.</li> <li>● Students will utilize outside entrances. Each student will be assigned a specific entrance point</li> <li>● Staff will be present at each entrance and use the entrance screening algorithm to conduct a <a href="#">visual screen</a> for the appearance of symptoms. (runny nose/cough/sore throat or fever)</li> <li>● For students who arrive late, the secretary or health aid will use the entrance screening algorithm to conduct a visual screen for the appearance of symptoms.</li> <li>● When the screening indicates that a student may be symptomatic, the student will be directed to the designated isolation area for the cohort/school building. (See <a href="#">screening tool</a>)</li> <li>● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. Students will wash/sanitize their hands prior to student entrance to classes</li> <li>● Students will be screened upon entry on district-provided transportation.</li> </ul> <p><b>Screening Staff</b></p>

COVID-19. See [“Planning for COVID-19 Scenarios in Schools”](#) and the [COVID-19 Exclusion Summary Guide](#).

- 51. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).
- 52. 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.

- Staff will be required to complete daily self screening protocol before reporting for work.
- Staff are required to report when they may have been exposed to COVID-19. (Contact your administrator to determine work site)
- Staff are required to report when they have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.
- Nursing will recommend that ill staff or family members seek COVID testing.

Ongoing:

- Guidelines for return to school after illness can be found in section Communicable Disease and Pandemic Response Plans.
- Parents will be reminded (through weekly letters and on school voicemail messages) to report actual symptoms, including as part of communicable disease surveillance. Secretaries/Health Aides will document those comments on the COVID Symptom Monitoring spreadsheet. Nursing will be notified when a positive COVID test is reported.
- Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and with CCHD permission after symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.

51. Staff have been trained on this item.

52. This is part of our contact log/entry procedure for both staff and students.

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 53. Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul>	53. Non-Essential Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities required in person interaction, at this time. Adults at school are limited to essential personnel only.
<input type="checkbox"/> 54. Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the <a href="#">COVID-19 Exclusion Summary Guide</a> .	54-56. Essential Visitors/Volunteers will be required to wash/sanitize upon entry to the building, complete a paper/digital screening, and will be required to wear appropriate face-coverings and adhere to all RSSL guidance.
<input type="checkbox"/> 55. Visitors/volunteers must wash or sanitize their hands upon entry and exit.	
<input type="checkbox"/> 56. Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <b>Ready Schools, Safe Learners</b> guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 57. Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.	57. We have masks to provide any adult or child who needs one.
<input type="checkbox"/> 58. Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a> . Individuals may remove their face coverings while working alone in private offices or when separated by more than 6	58 & 59. Face coverings are required for all students, all staff, contractors or other service providers, visitors and volunteers.

feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.

- 59. Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- 60. Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- 61. Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- 62. Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  - [Additional guidance](#) for nurses and health staff.

#### Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

- 63. If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  - 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 must 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.
- 64. 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.
- 65. Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.

A face covering is made of cloth and covers the nose and mouth. A face shield is a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face. Face masks are medical grade surgical or N95 masks that should be reserved for medical personnel where possible. The use of face coverings, shields, or masks does not change physical distancing requirements.

Lack of access to a face covering cannot be a barrier to instruction; each school has a responsibility to ensure that students have access to usable face coverings.

We are aware that certain students or staff with certain medical conditions or disabilities may need teaching or accommodations around this requirement and have that in place.

60. We have this in place already.

61. The staff has been trained on this already. Classroom teachers will develop plans for mask breaks.

**Students who abstain from wearing a face covering, or students whose families determine that the student will not wear a face covering, during On-Site instruction must be provided access to instruction.**

**Comprehensive Distance Learning may be an option**, however, additional provisions apply to students protected under ADA and IDEA. For students with 504 or IEP plans, face coverings will be reviewed on a case-by-case basis, however please refer to the ODE and OHA's Ready Schools, Safe Learners document for more information.

ODE, OHA, schools, families, and community organizations have important new roles in preparing families and caretakers to **prepare younger children to wear face coverings safely** and effectively. This includes instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and how to allow for "face covering breaks" during instruction. **If a student removes a face covering**, or demonstrates a need to remove the face covering for a short period of time, the school/team must:

- Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;
- Provide additional instructional supports to effectively wear a face covering;
- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction (Ready Schools, Safe Learners).

All PPE is stored just outside our isolation room. All staff have masks and face shields, and gloves available to them.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.
    2. Not make placement determinations solely on the inability to wear a face covering.
    3. Include updates to accommodations and modifications to support students in plans.
  - For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
    2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
      - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
      - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
    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.
66. 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.
67. If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

62. We provide face shields for SLP’s and anyone else who asks.

63- above

64. Appropriate staff have been trained on this.

65 & 66 & 67. Students with existing medical conditions and doctors orders to not wear face coverings will not be denied in-person instruction. Staff serving these students in person will receive training and will be provided with PPE. Schools will comply with existing IEP and 504 plans. Plans will be updated to identify specially designed instruction or modifications needed during CDL, Limited In Person, Hybrid and In Person instruction consistent with ODE requirements. If students demonstrate an inability to consistently wear a face covering the school will initiate a team review of the circumstances and may refer the student for IEP or 504 evaluation if it might be due to a disability.

If staff members require accommodation for the face covering or face shield, the district will work with the staff member to provide an accommodation which may include limiting the staff member’s proximity to others in order to minimize the possibility of exposure. Staff must request accommodation from their building principal and may be asked to provide a medical statement supporting the need for accommodation.

See [this document](#) for what the district used to plan for masks, face shields and plastic barriers.

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 68. Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input type="checkbox"/> 69. Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. 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</li> </ul>	<p>68. Staff will use the NKN SD Screener <a href="#">Symptoms</a> list for students who are showing symptoms.</p> <p>69. All students are screened for symptoms at home by their families, upon entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian for the bus. The school will screen for temperature and symptoms daily at the entry point for each cohort.. Staff members can self-screen and attest to their own health.</p> <p>70. ISOLATION MEASURES-SCHOOL BUILDING: ● ● Each school principal (or designee) will connect weekly with the school nurse on updates to the plan and isolation measures taken to that point. ● All students who</p>

feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.

- 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 for providing care to students with complex needs.

70. Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.

- School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
- After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
- If able to do so safely, a symptomatic individual shall 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.

71. Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

72. 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."](#)

73. 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).

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

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

become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided facial covering and should wear one. Staff will wear a facial covering and maintain physical distancing, but never leave a child unattended. ● While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ● Isolation space should not create a stigma, it should have a negative air flow. Ventilation systems including High Particulate Air (HEPA) filters will be used where possible including in areas where students with special health care needs receive medication or treatments. ● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the LPHA.

**-Isolation-**separates sick people with a contagious disease from people who are not sick. We will use isolation at school until a sick person leaves the campus.

**-Quarantine-**separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. Quarantine will be used to keep ill staff or students off campus until symptoms have resolved.

-If students become ill while in a classroom, teachers will screen students for COVID-19 symptoms. If students exhibit symptoms, they will go directly to the isolation room. Office staff will monitor student(s) and contact parents for pick up.

#### **Isolation Room**

-located near the main entrance in the high school. This room has access for parent pick without going through the office.

#### **Waiting Area/Room**

-located in the galley . This area is for students who are ill with CDC symptoms, not COVID and who are waiting to go home .

#### **Nurses Room:**

- This room is available for students have not CDC or COVID symptom who need medical related care.

-All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. Student will be provided facial covering and should wear one. Staff will wear a facial covering and maintain physical distancing, but never leave a child unattended.

- While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintains sufficient composure and disposition so as not to unduly worry a student or family.
- Isolation space should not create a stigma, it should have a negative air flow. Ventilation systems including High Particulate Air (HEPA) filters will be used where possible including in areas where students with special health care needs to receive medication or treatments.
- Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the LPHA.

**71. ISOLATION MEASURES -TRANSPORTATION:**

- Students who are screened on the bus in the morning and are deemed to possibly have COVID-19 symptoms will be placed in a single seat in the front of the bus. The bus driver will communicate with school staff the symptoms of the student. School staff will place the student in the isolation area and follow other protocols as described in the pandemic response plan.
- Students who are on the bus in the afternoon who are deemed to have COVID-19 symptoms will be delivered (as close as possible to the home) and the bus driver will need to notify school personnel. School personnel will notify parents.
- If a student must be isolated, driver/assistant will call ahead and let staff know that they are arriving with a student who needs to be isolated.

72. Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve, and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving.

73. The school nurse has assisted in the development of all protocols and will consult for symptomatic students or staff, or we will just send them home if they have symptoms and cannot locate her at another building- we are erring on the side of caution and safety.

74. The school nurse has assisted in the development of all protocols and will consult for symptomatic students or staff, or we will just send them home if they have symptoms and cannot locate her at another building- we are erring on the side of caution and safety.

75. We are providing CDL to students who choose to or must remain home.



## 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
<input type="checkbox"/> 76. Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> 77. 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"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> </ul>	76. All students will be enrolled following the Oregon Department of Education guidelines.  -Families will be encouraged to register online and will be contacted by school staff to schedule an on-site follow-up appointment.

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> <p><input type="checkbox"/> 78. If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</p> <p><input type="checkbox"/> 79. When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</p> <p><input type="checkbox"/> 80. Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p> <p><input type="checkbox"/> 81. When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.</p> <p><input type="checkbox"/> 82. When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</p>	<p>-Safety protocols will be put into place for any student/family who would like to register on site, or come in for a follow-up registration/enrollment appointment</p> <p>77. We follow this guidance.</p> <p>78. No student will be unenrolled unless we receive records requests from another school where the student was enrolled. We will make contact weekly if a student is absent because of Covid- 19 or a pre-arranged absence. Our normal routine is to contact families of students with unexcused absences the day they are first marked absent.</p> <p>79. We follow this guidance.</p> <p>80. For students who do not attend in-person because of a family illness, teachers will make individual contact with them daily.</p> <p>81. We follow this guidance.</p> <p>82. We follow this guidance.</p>
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**2b. ATTENDANCE**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 83. Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> 84. Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> 85. Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</p> <p><input type="checkbox"/> 86. Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</p> <p><input type="checkbox"/> 87. Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.</p>	<p>83. N/A</p> <p>84. Attendance will be taken once per class period and accurately recorded in Synergy</p> <p><b>85, 86: REMOTE ATTENDANCE:</b></p> <p>Teachers of all grades and courses will report once daily evidence (for each class) of student participation, engagement, or interaction with a teacher or paraprofessional <b>within the previous 24 hour period.</b></p> <p>-This evidence may include: Participating in a video class; Communication from the student to the teacher via chat, text message or email; A phone call with the student, or, for younger students, with the parent; Posting completed coursework to a learning management system or web-based platform or via email; or turning in completed coursework on a given day. Attendance policies and practices will encourage students/staff to stay home if someone in their house is sick or may have been exposed to an unconfirmed case of COVID-19.</p> <p>- Secretaries will notify the principal when absence rates increase or reach 20% of a classroom/extended cohort. In addition, the secretary will</p>

maintain a COVID Symptom Monitoring spreadsheet, tracking student absences due to fever/respiratory illness.

-School principals will notify school nurses and the superintendent of any cluster illnesses within cohorts.

87. -We regularly communicate with students and families expectations around participation, engagement, and attendance of both remote and on-site learning.

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 88. Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 89. Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input type="checkbox"/> 90. If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	<p>88, 89, &amp; 90: The District will attempt to provide each student with their own Chromebook device.</p> <ul style="list-style-type: none"> <li>• Students who need a device will have the option to take the device home for at-home use.</li> <li>• Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>• School devices will be cleaned and sanitized between each use.</li> <li>• Update School Reopening Survey to collect information about the numbers, types, and condition of devices used in homes to support remote learning.</li> <li>• Share a list of all software and student facing technology solutions with families</li> <li>• Review technology policies and data privacy policies and update if needed</li> <li>• During check-out and check-in procedures, social distancing and safety measures will be utilized. DISTRICT TECHNOLOGY AND CONNECTIVITY SUPPORTS</li> <li>• Deployment of district-provided technology hubs, household hotspots and district-owned wireless access points placed throughout the community will continue to ensure adequate internet access for all families.</li> </ul>

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>91. Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input type="checkbox"/> <b>92. Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> <b>93. Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> <b>94. Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> <b>95. Personal Property:</b> Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).	<p><b>91. Handwashing:</b>(Signage Provided)</p> <ul style="list-style-type: none"> <li>• All people on campus should be advised and encouraged to wash their hands upon building entry and frequently throughout the day.</li> <li>• Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas.</li> <li>• All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer (60% or greater) when entering/exiting school each day.</li> <li>• Students will be directed to wash their hands before and after use of cohort assigned recreation equipment.</li> <li>• Students must wash their hands before meals and will be encouraged to do so after.</li> <li>• Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette.</li> <li>• All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups.</li> <li>• Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playgrounds.</li> </ul> <p><b>HANDWASHING STATIONS BUILDING LOCATIONS:</b></p>

-Access to soap and water handwashing is located in all bathroom facilities, office sick room, isolation room, cafeteria, art room, library, locker rooms. Sanitizing stations are located at each main entrance, and at the door of each cohort classroom.

**92. Equipment:**

**SUPPLIES/EQUIPMENT/PERSONAL PROPERTY**

- Sharing of supplies will be restricted when possible.
- Students will each have a designated place to keep individual supplies
- Any shared equipment will be cleaned between users.
- In addition, the district will provide guidance for all families as to what items can be brought to/from school.
- Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student.

**93. Events:**

- Off-site field trips and events requiring visitors or volunteers have been canceled for now.
- Virtual field trips may be provided.
- In-school events will be modified to follow cohort and social distancing guidance.
- Use of the building by outside groups will follow county guidelines.
- Use of facilities for District sponsored athletics and activities shall be coordinated through the building principal

**94. Transitions/Hallways:**

- Hallways include one-way traffic markings to reduce contact.
- Student cohorts will remain in the classroom with adult transitions when possible.
- Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, and handwashing station throughout the school day.

**95. Personal Property:**

- Students will be allowed to bring a personal water bottle and have access to a water bottle filling station if necessary.
- Students will take their Chromebooks to and from school and are encouraged to bring their own headphones. If not, the school will supply individual headphones to each student.
- School supplies will be supplied by the school if necessary.

**2e. ARRIVAL AND DISMISSAL**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 96. Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	96, 97, 98: See <a href="#">HS Schedule</a> for information pertaining to cohorts, arrival and departure times, cohort entrances, and screening procedures.
<input type="checkbox"/> 97. Create schedule(s) and communicate staggered arrival and/or dismissal times.	99. We have created a Google Form to use as a contract tracing log. This form has all the required information.
<input type="checkbox"/> 98. Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).	-All classrooms and offices have sanitation dispensers located outside doors for easy access prior to entering the space.
<input type="checkbox"/> 99. 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	100. Hand sanitizer stations are located outside of every room in the high school. - Caregiver drop-off/pick-up: cars come into our circle, students are dropped off and head to their designated door for entry. At the end of

entering school after arrival times must be screened for the primary symptoms of concern.

- 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.

- 100. 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.

the day, students exit through the entry door and walk to caregiver car. **Caregivers do not leave cars.**

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>101. Seating:</b> 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.</li> <li><input type="checkbox"/> <b>102. Materials:</b> 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.</li> <li><input type="checkbox"/> <b>103. Handwashing:</b> 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 shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<p><b>101. Seating:</b> • Student desks and tables will be arranged to allow students to remain at least six feet apart. • Assigned seating will be utilized so students are in the same seat at all times.</p> <p><b>CLASSROOM ENVIRONMENT:</b> • Teachers will use tape, stickers, signs, etc. to illustrate traffic flow, appropriate spacing, assigned seating areas. • Ventilation is being addressed in every building. Open windows, fans, supplemental ventilation tools, and outdoor spaces will be used when appropriate. • Students will receive regular and frequent instruction on supply use procedures and classroom cleaning/sanitation processes, including handwashing.</p> <p><b>102. Materials:</b> 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. • All students will have a designated location to keep personal supplies/equipment within the classroom. • Hand sanitizer and tissues will be available for use by students and staff.</p> <p><b>103. Handwashing: HANDWASHING-CLASSROOM:</b> • Staff are trained on proper handwashing and have set up systems in classes to remind students to wash hands frequently • All people on campus should be advised and encouraged to wash their hands frequently. • Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. • All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. • Students will be directed to wash their hands before and after use of equipment or use hand sanitizer. • Students must wash their hands or use hand sanitizer before and after meals. • Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette. • All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups. • Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms, MPR, and outside areas.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 104. Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> 105. After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up</li> </ul>	<p>104. They are currently closed.</p> <p>105.-Restrooms are equipped with soap and water. Handwashing procedures are posted in all restroom areas and in classrooms. We also train students with videos.</p> <p>106. Schedules have been developed for cohort use of school outside areas/field spaces, with a regular cleaning/sanitation schedule.</p>

- portable hand washing stations and create a regular cleaning schedule.
- 106. Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
  - 107. Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
  - 108. Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance).
  - 109. Maintain physical distancing requirements, stable cohorts, and square footage requirements.
  - 110. Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
  - 111. Design recess activities that allow for physical distancing and maintenance of stable cohorts.
  - 112. Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
  - 113. Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.
106. All students will use hand sanitizer or wash their hands before and after breaks.
- 107 & 108 & 109 & 110 & 111 & 112. Outdoor facilities and equipment use will be restricted/organized by cohort, and any shared equipment will be adequately sanitized daily. Signage and organization of equipment will identify which cohort uses what equipment and whether it is clean or needs to be sanitized. All cohorts have a designated outside space for breaks and/or lunch.
113. We are a PBIS school and continue to train staff on Active Supervision for breaks. We have already added signage to all work areas/learning spaces with room capacity based on the 35 sq ft per person rule. We have a “3 people max in a room with open windows and masks and 6 feet apart” rule districtwide. See 1c #27 for more info on room capacity.

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 114. Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> 115. Prohibit self-service buffet-style meals.</li> <li><input type="checkbox"/> 116. Prohibit sharing of food and drinks among students and/or staff.</li> <li><input type="checkbox"/> 117. 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.</li> <li><input type="checkbox"/> 118. Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.</li> <li><input type="checkbox"/> 119. Students and staff 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 shall be encouraged to do so after.</li> <li><input type="checkbox"/> 120. Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li><input type="checkbox"/> 121. Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> 122. Adequate cleaning and disinfection of tables between meal periods.</li> <li><input type="checkbox"/> 123. Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a</li> </ul>	<p>114. Ashley Arthur- food services coordinator and head cook Mandy Johnson have been included in planning and delivery of meals and scheduling.</p> <p>115. Breakfast/Lunch will be served in pre-packaged containers on trays in the classroom, prepared in the cafeteria.</p> <p>116. -Students will not share utensils, food or other items during meals.</p> <p>117. When eating students may remove face coverings but must maintain 6 feet of distance from others. Desks/Tables in classrooms will be at least 6 feet apart.</p> <p>118. Staff serving or supervising meals will wear face coverings and be offered gloves and face shields. Staff may supervise from the doorway and must remain at least 6 feet away. We are communicating with parents that staff will be “hands off” so that students must be able to open/close their own lunch and beverage containers....staff will not assist.</p> <p>119. Handwashing and/or hand sanitizing will be required before meals and encouraged for after meals.</p> <p>120 &amp; 121 &amp; 122: Student meals will be delivered to each classroom by school staff. Physical distancing requirements must be maintained when meals are being delivered. Handwashing and surface cleaning and sanitizing before and after meals will be implemented. We will not be using point of sale keypad. A paper list accounting will be utilized to track meal charges and payments.</p> <p>Care will be taken to maintain the safety of students with life-threatening food allergies when food is consumed in the classroom.</p>

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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

OFF SITE FOOD SERVICE: Students will be provided meals for those days when they are not scheduled to be in buildings.

123: Staff are encouraged to eat in their own spaces, staff room/ outdoors maintaining 6 ft. physical distance. Staff have staggered lunch times and breaks by team. They are required to wear face covering except when eating their meal.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 124. Include transportation departments (and associated contracted providers, if used) in planning for return to service.	124. Michael Reed- First Student was an integral member of our re-opening team planning and decision-making.
<input type="checkbox"/> 125. Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).	125. Students enter sanitized busses, after first run busses are sprayed with DS1 disinfectant to be ready for the next run. This process is repeated for more frequent runs.
<input type="checkbox"/> 126. Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.	126. Hand sanitizer is available and used.
<input type="checkbox"/> 127. Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a 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"> <li>○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures.               <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul>	127. The Bus Barn is in charge of developing and implementing their protocols. Students will be screened by parents at home before riding buses or coming to school. Students will use hand sanitizer prior to entry on the bus. One student per seat unless they are siblings. Visual screening of students will be completed. Students with visual symptoms will be placed in the isolation seat 6 feet from the driver and other students. Students will be seated upon entry from the back seat forward. Students will exit the bus from the first seat first. Bus driver maintains a bus attendance list to support contract tracing. All students wear face coverings at all time and the bus driver has masks to give out if needed.
<input type="checkbox"/> 128. 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.	128: A student's individual education plans will list needed transportation accommodations or modifications, Case managers will consult with bus drivers regarding specific services required.
<input type="checkbox"/> 129. Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <b>Ready Schools, Safe Learners</b> guidance.	129: They all wear masks.
<input type="checkbox"/> 130. 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).	130. Prior to Onsite, information in our families' home language will be shared with parent and transportation lists, schedules and procedures will be communicated by the bus barn and school.
<input type="checkbox"/> 131. Face coverings for all students, applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings. This prevents eating while on the bus.	131. Students in grades k-12 are required to wear face coverings. Our school district has taken a stronger stance with this and is requiring it for preschool, too. Guidance with respect to students wearing or not wearing face coverings in school will be applied to transportation settings (see section 1h of this document)
<input type="checkbox"/> 132. Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.	132. The buses are continuing to have open windows during routes to increase fresh air/ventilation.

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 133. 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</p> <p><input type="checkbox"/> 134. Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</p> <p><input type="checkbox"/> 135. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</p> <p><input type="checkbox"/> 136. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p><input type="checkbox"/> 137. To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</p> <p><input type="checkbox"/> 138. Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)</p> <p><input type="checkbox"/> 139. Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</p> <p><input type="checkbox"/> 140. All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.</p> <p><input type="checkbox"/> 141. 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 must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</p> <p><input type="checkbox"/> 142. Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p><input type="checkbox"/> 143. Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</p> <p><input type="checkbox"/> 144. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</p>	<p>133. Buildings are using <a href="#">this document</a> from the CDC to put together in-building protocols for cleaning, disinfecting and to keep our staff and students safe. Here is our NKN HS Sanitation <a href="#">Schedule</a>.</p> <p>134. We do not have outdoor learning spaces at this time, but if we do in the future, we will follow this.</p> <p>135. See the Sanitation Schedule above. Frequently touched surfaces (e.g. playground equipment, door handles, sink handles, water bottle filling stations, banisters, etc.) will be cleaned, sanitized, and disinfected multiple times per day. All surfaces will be cleaned and disinfected according to current evidence-based CDC guidance.</p> <p>136 &amp; 137. Disinfectants will be safely and correctly applied following labeling directions. These products will be kept away from students. To reduce the risk of asthma, disinfectants will be chosen from 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. Staff have all been trained to use our cleaners and sanitizers and there are ample labeled bottles around the school. NKN SD uses Hillyard's QT Plus; it was chosen for effectiveness and safety of the product.</p> <p>138. The HVAC system has been set to maximize air flow and the system uses high quality filters. Air purifiers are used in rooms without windows. Staff have been asked to open their windows at least 3 inches while students are present. We prop open exterior doors before students arrive and are dismissed to minimize common touch points and provide fresh air circulation..</p> <p>139 and 140. We have a cleaning schedule in place for our HVAC system and air purifiers.</p> <p>141. Fans WILL NOT be used if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms.</p> <p>142. The need for increased ventilation in areas where students with special health care needs receive medication or treatments will be considered (Ready Schools, Safe Learners). At this time we have open windows and air purifiers to increase safety.</p> <p>143. Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces.</p> <p>144. High Efficiency Particulate Air (HEPA) filters will be used where possible, possibly including vacuum cleaners. Schools will consider running ventilation systems continuously and changing filters more frequently.</p>

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
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<input type="checkbox"/> 145. OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> 146. Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<p>145. Nursing staff will be used in supporting the development of this plan. District will review staffing needs of Health Services based on the plan.</p> <p>146. Cerisa Albrechtsen, School Nurse, Jo McCoy- School Counselor, Consultation with Rinehart Clinic and Tillamook Family Counseling mental health, staff will collaborate and implement the plan.</p> <p>The District will implement a plan for maintaining health services for all students.</p>
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**2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 147. Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● 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.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <input type="checkbox"/> 148. Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	<p>N/A</p>
<p><b>Exception</b>  K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <b>Ready Schools, Safe Learners</b> guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <input type="checkbox"/> 149. They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance. <input type="checkbox"/> 150. The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. <input type="checkbox"/> 151. There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. <input type="checkbox"/> 152. Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> <li>● Limit travel to essential functions.</li> <li>● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul> <input type="checkbox"/> 153. Any boarding students newly arriving to campus will either:	

- Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
- Quarantine on campus for 14 days.\*

\* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

154. Student transportation off-campus is limited to medical care.

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 155. In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>● 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.</li> <li>● Fire drills must be conducted monthly.</li> <li>● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>● 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.</li> </ul>	155 & 156. The same emergency drills we practice in person will be initiated during CDL and Onsite instruction.  Our Safety Team has planned out drills through February at this point and will continue to plan the school-wide drills at our monthly Safety Meetings. The Safety Team will distribute drill handouts in English and Spanish to families and use these handouts in CDL classes to instruct students on important safety information. NKN HS partners with Rockaway Beach Police and Fire departments for building security, emergency response drills, and monthly practice drills.  In person drills will be practiced with 6 feet of distance being monitored and enforced by staff.
<input type="checkbox"/> 156. Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.	157. We have not yet had to compromise the 6 feet of physical distancing, but are aware of this time restriction if needed.
<input type="checkbox"/> 157. When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	158. We only practice them once, although the class may debrief afterward as needed.
<input type="checkbox"/> 158. Drills shall not be practiced unless they can be practiced correctly.	159. We train for drills at the beginning of the year and then in Staff Meetings as needed.
<input type="checkbox"/> 159. Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	160. We will be all Onsite and in CDL. Both programs will practice drills.
<input type="checkbox"/> 160. 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).	161. We will require this.
<input type="checkbox"/> 161. 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.	

## 2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 162. 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.	162 & 163: NKN HS utilizes PBIS- Positive Behavior and Instructional Intervention Support program to proactively plan expectation reviews and skill building activities for students across all school settings and activities.
<input type="checkbox"/> 163. Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.	

- 164. 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.
- 165. 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.
- 166. Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- 167. 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.
- 168. Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  - Student elopes from area
    - If staff need to intervene for student safety, staff should:
      - 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.
    - If students leave the classroom:
      - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      - Ensure physical distancing and separation occur, to the maximum extent possible.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
    - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
    - If staff need to intervene for student safety, staff should:
      - Maintain student dignity throughout and following the incident.
      - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff
      - Wash hands after a close interaction.

164 & 165: Target staff are trained in restraint and de escalation strategies using the MANDT system. Staff have and will continue to receive training in Trauma Informed Care practices, Social Emotional Learning practices. All cohorts will receive weekly 25 minute Social Emotional Learning (SEL) lessons with the school counselor to integrate SEL practices.

166. NKN HS has added additional Counseling FTE to support SEL for students and staff. Advisory team creates common lessons to promote healthy coping and emotional regulation strategies.

167. We have had continuous training with Mindflow which focuses on self-care for adults.

168. At the High School, Lab 2 is the dedicated "Safe Spot/Calming Spot" for students to use to take mask breaks. Students may also access support from the counselor in room 13.

NKN HS has a very active and skilled team who supports students needing additional support in academics, health or behavior. We are willing and able to provide Functional Behavior Assessments at the team level to support students with whatever they need.

The district is providing staff with professional development which supports self regulation for themselves and students through Mindflow.

We will do additional training on these types of scenarios before students are back in March to make sure staff are prepared and staff.

169. Staff will be trained on this prior to Onsite Instruction. Custodial Staff sanitize all surfaces in every room each evening and between cohort use. Staff will inform the custodian of unexpected use so the space can be cleaned/sanitized. Each room has a sign that is flipped to indicate "this room needs to be cleaned".

- 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.
169. 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.



### 2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 170. Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	170. Staff have been informed to wash masks daily or use a new disposable mask daily. PPE is disposable and will be thrown away after use. We meet the requirements for cleaning, disinfecting and ventilation according to the RSSL guidance.



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 171. Review the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.	171. Staff participated in professional development where we reviewed the document. There is a Google presentation prepared so that we can review frequently. 172. We will follow the protocol in the Planning for COVID-19 Scenarios in Schools.
<input type="checkbox"/> 172. Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 173. Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.	173. See above.
<input type="checkbox"/> 174. Ensure continuous services and implement Comprehensive Distance Learning.	174. We are prepared to go to CDL if needed.
<input type="checkbox"/> 175. Continue to provide meals for students.	175. Meals are provided to students in our Hybrid Model at school and a sack is taken home for the days students are not attending on-site.

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 176. Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.	176. See above.
<input type="checkbox"/> 177. Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.	177. See sanitation <a href="#">schedule</a> .
<input type="checkbox"/> 178. 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.	178. See <a href="#">NKN HS Hybrid Plan</a>



## 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.

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

### Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>
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## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

### Garibaldi Grade School

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Neah-Kah-Nie Preschool
Key Contact Person for this Plan	Janmarie Nugent
Phone Number of this Person	Office 503-322-0311
Email Address of this Person	janmarien@nknsd.org
Sectors and position titles of those who informed the plan	Janmarie Nugent, Garibaldi Grade School Principal Mike Reed, Bus Barn Director Stacey Dills, Student Services Director Paul Erleback, Superintendent Katie Calhoun, Preschool Teacher Shari Scholerman, Preschool Instructional Assistant
Local public health office(s) or officers(s)	Cerisa Albrechtsen- school nurse Melissa Paulissen- Health Department <a href="https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/">https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179/</a>

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

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

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

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Katie Calhoun Shari Scholerman
Intended Effective Dates for this Plan	September 2020, CDL November 2020, CDL with LIP March 2021- Onsite Model and Online Only Model (two programs within one school)
ESD Region	NWRESD

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.

- Neah-Kah-Nie District staff surveys (Spring, 2020/July, 2020);
- School district and school websites updated with a special COVID-19 page specifically for parents;
- School board weekly updates from superintendent;
- Operational Blueprint for School Reentry planning included as a school board meeting agenda item;
- Communication and meetings with Tillamook County Health Department and regional educators and other health department officials;
- Collaborated with Tillamook County Commissioners, NWRESD, and Tillamook County School Districts to write a successful \$350,000 Rural Connectivity Grant;
- Weekly meetings with Tillamook County school superintendents to discuss school reentry 2020-21;
- Parent and staff updates on NKN website and district Facebook;
- Meetings with Rinehart Clinic leadership and board of directors;
- Teams from each school attending virtual meetings hosted by ODE to review the new guidelines for schools in late June;
- Individual parent contacts by school secretaries to determine fall 2020 enrollment plans and transportation needs in late June;
- Student Investment Account Committee work to establish priorities- included major outreach to stakeholders (Parents, Community, Business Partners, Staff, School Board, Community College, ESD, and students);
- Distance Learning Survey for Parents - Spring 2020 in English and Spanish. EL families interviewed by phone to gather their responses;
- Regular emailed/posted newsletter to parents with a variety of school related information;
- Weekly meetings with staff to talk about current and future planning around scheduling, distance learning, and updates about COVID county stages throughout June;
- June 25 Blueprint regional meetings with ODE and multiple districts;
- June 22- met with First Student to discuss transportation and needs for district;
- Aug. 4- select teaching staff met with NWRESD staff to learn about online platforms, professional learning opportunities and curriculum. Teams met afterward to discuss and choose.
- August 4-6, administrators and selected staff participate in COSA Summer Conference: Preparing for the New Year

- On-going work with school and district teams to plan Limited In-Person September and October: District Leadership meetings, Staff meetings, Meetings with Transportation Director, Meetings with School Nurse
- On-going work with district staff, buildings teams to plan Onsite through March, District Leadership Meetings, Staff Meetings for planning and trainings, Meetings with Transportation Director, Meetings with School Nurse, Various communications to families via surveys in English and Spanish and letters and emails home

3. Select which instructional model will be used:

- 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 3-22 in the initial template) and [submit online](#), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

\* **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.

The Oregon Department of Education requires three consecutive weeks of 10 or fewer cases per 100,000 population and 5% or lower test positivity in the previous 7 days in a school’s county. The state must also have a test positivity rate of 5% or less in the previous 7 days for three consecutive weeks. Currently, the state remains above the 5% test positivity threshold. Positivity rate is the percentage of those tested who have COVID-19. Case numbers can depend on how many people are tested, but positivity rates show the prevalence in a population. From July 26 to August 1, the positivity rate in Oregon was 5.8% , with a case rate per 100,000 of 55.7. Tillamook County had a test positivity rate of 3.3% and case rate per 100,000 of 15.1.

The school district surveyed all staff; a high percentage of staff favor a Comprehensive Distance Learning model for staff safety and the safety of students. The school district will begin the school year in a CDL model as a “phase I” for nine to twelve weeks. If the state and county’s test positivity rates allow a hybrid model, this will allow the school district to move into “phase II”.

Now, as we move through the school year, I have families who would like to remain in an Online Program so we are going to continue to offer a CDI option even when we return to Onsite.

#### 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 CDI Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

Neah Kah Nie School District will align decision making and implementation of our CDL model to the ODE guidance. NKN SD has reviewed all CDL Guidance sections, and we believe we can successfully implement all of the requirements. We have teaching staff and school administrators attending the COSA conference Aug. 4-6 to learn as much as possible about implementing a successful CDL model and will start planning immediately afterward. At this time, the NKN School District does not have any accommodations for ODE to review.

**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 district admin team will be meeting weekly to talk about the current plan and how things are progressing. Each school will be revisiting their Operation Blueprint plans periodically based on what the district is discussing. We are planning on CDL for the first two trimesters of the school year and will watch the state percentages and county percentages in addition to taking guidance from our School Board on when to return to Onsite. We plan on being able to offer an Onsite model trimester three as long as it is safe and each school can meet the requirements as laid out in 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.*



**1. Public Health Protocols**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 1. Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a> . <ul style="list-style-type: none"> <li>• OSHA has developed a <a href="#">risk assessment template</a>.</li> </ul>	1. Completed District Office <a href="#">risk assessment</a> and went over it with District Office Staff..
<input type="checkbox"/> 2. Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.	2. We have implemented measures to limited the spread of COVID according to the measures required in RSSL and our updated <a href="#">Communicable Disease Plan</a> (we use the one from ODE).
<input type="checkbox"/> 3. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a> .	3. See above

- Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
  - OSHA has developed a sample [infection control plan](#).
4. Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
  5. Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
  6. 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.
  7. 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.
  8. Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
  9. Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
  10. Process to report to the LPHA any cluster of any illness among staff or students.
  11. Protocol to cooperate with the LPHA recommendations.
  12. Provide all logs and information to the LPHA in a timely manner.
  13. Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
  14. Protocol to isolate any ill or exposed persons from physical contact with others.
  15. Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
  16. 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](#).
    - 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.
  17. Required components of individual daily student/cohort logs include:
    - Child's name
    - Drop off/pick up time
    - Parent/guardian name and emergency contact information
4. Katie Calhoun, Preschool Teacher
  5. We created an anonymous Google Form staff could use to submit concerns or questions to the head secretary who heads the Safety Committee. The principal also has access to the concerns to view. We share answer/changes in email or Safety Team minutes to the staff.
  6. Cerisa Albrechtsen-school nurse  
Melissa Paulissen-Health Department  
<https://www.countyoffice.org/tillamook-county-health-department-tillamook-or-179> We also reviewed the studies documents in RSSL. We had vaccination experts locally speak to staff and admin. Our school nurse also regularly share national and local information with district leadership to help us make decisions.
  7. Principal is continuing to train staff in weekly PD sessions during staff meetings. Attendance is documented and staff review recordings of any training they missed. All training is done via Zoom.
  8. The person who has tested positive will be contacted by the health department first, then contact tracing goes into action. if we find out about a positive test then we contact our school nurse. Nurse recommendations:  
<https://drive.google.com/file/d/1i131cx7izy9ZeLlclXKiyGkpiL7iBm4-/view?usp=sharing>
  9. Preschool [Sanitation Schedule](#)--each classroom is required to be cleaned by a staff member who works in the space at least 2x's daily, after breakfast and during lunch/recess (as students will be eating in the cafeteria). Staff members will need to clean all surfaces between students. Everyone should have a cleaning schedule that will be signed/dated and logged in a classroom notebook. This information will be kept for the trimester.
  10. Staff are required to report symptoms, concerns and positive test results to the building administrator immediately. Principal or designee notifies school nurse/Health Department and Superintendent. (If/when 3 or more students have been sent home from a cohort, it will be reported to the district nurse for further investigation).
  11. We have all [contact log](#) systems in place at NKN Preschool.
  12. We can provide all logs and information to the LPHA in a timely manner if requested. Logs can be faxed to 503-842-3983 Attention Public Health Staff. We are keeping logs digitally on students and physically for staff.
  13. Screeners maintain/complete the [logs](#) every morning upon student entry, they are electronically maintained as a shared Google sheet (shared with all staff) and can be printed hard copy as needed. This [NKN Symptom List](#) will be used to train screeners and staff on symptoms to look for. Signage will be at all screening points regarding symptoms. We also send home the Symptom List for families to screen their children at home before school (and as a communication tool so they understand what we screen for).

<ul style="list-style-type: none"> <li>All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> <p><input type="checkbox"/> 18. Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <ul style="list-style-type: none"> <li>See supplemental guidance on LPHA/school partnering on <a href="#">contact tracing</a>.</li> <li>Refer to <a href="#">OHA Policy on Sharing COVID-19 Information</a></li> </ul> <p><input type="checkbox"/> 19. Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input type="checkbox"/> 20. Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input type="checkbox"/> 21. Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in <a href="#">ODE's COVID-19 Weekly School Status</a> system.</p> <p><input type="checkbox"/> 22. Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p>	<p>14. This is for persons needing to go to the Isolation Room as per our Symptom List decision making rules. The Isolation Room is a separate space and a designated staff person will supervise a student in the isolation room. This person (or people) will need to be trained on how to properly put on PPE. Refresher trainings on how to put on the PPE need to occur as no one has had to put it on yet. Our Isolation Room is located in the room next to the counselor's office. (See <a href="#">Isolation Room Protocol</a>.)</p> <p>15. Paul Erlebach, Superintendent, will be the point person for all communication about outbreaks at any facility. Staff report to Principals, Principals report to Superintendent, following the chain of command. Mr. Erlebach has been posting on our NKN Facebook and we will start communication via School Messenger as well to contact families.</p> <p>16, 17, &amp; 18. See <a href="#">Daily Contact Log</a>. Logs are turned over to the Health Department in case of suspected cases. Health Department does the contact tracing. Daily log in Google Sheets is created from Synergy student data and is completed daily by trained staff posted at each entrance on arrival-students are screened for temperature and visual symptoms, cross referenced with transportation log (which is kept by First Student). We keep these logs weekly and can easily share with contact tracers if needed. Our school nurse helped us set up this system for the district. We pre-fill cohort staff contacts within a regular schedule, otherwise if there are others interacting with a cohort they sign the contact log in the classrooms.</p> <p>19. All itinerant staff will sign in at the front staff.</p> <p>20. Principals have met with our school nurse and our custodians in the schools to ensure that our clearing plans are in alignment with cleaning and disinfecting in <a href="#">this document</a> from the CDC.</p>
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### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 23. Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> 24. All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> 25. Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEFA During CDL and Hybrid</a>.</p>	<p>21. The principal does this for NKN Preschool..</p> <p>22. How we respond if a student or staff member gets sick at school is located <a href="#">here in the isolation measure document</a>. How we communicate with others is located <a href="#">here in our Public Communications document</a>.</p> <p>23. See below.</p> <p>24. See below.</p> <p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff (certified and classified)</p> <ul style="list-style-type: none"> <li>All staff that so identify will have the option of taking FMLA or leave options.</li> <li>All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.</li> <li>Students who experience disability will continue to receive specially designed instruction.</li> <li>Students with language services will continue to receive English Language Development.</li> </ul>

<p><input type="checkbox"/> 26. 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"> <li>● Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>● 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.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>● 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 <a href="#">Oregon School Nurses Association</a>.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> <li>● Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>● Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>● High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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.'</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	<p>25. Teacher and Special Education Director would be the one in charge, currently there are no students falling in this category.</p> <p>26. Preschool teacher and school nurses have done this.</p>
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### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 27. 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 <b>use of all space</b> in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> <li>● Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</li> </ul>	<p>27. Each room has a room capacity number located outside of the door. The Head Custodian calculated room capacity based on the amount of space available in a classroom based on school blueprint.</p> <p>28. This is done via the teacher and instructional assistant.</p> <p>29. Assigned entrance/exits have been established to minimize entry and exit wait times.</p> <p>30. We are offering an Online Program in addition to an Onsite program, so enrollment numbers Onsite have diminished some. We have an a.m. cohort of 10 students and a p.m. cohort of 10 students.</p>

- 28. Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- 29. 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.
- 30. Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- 31. Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- 32. Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

31. We have been training students as they have come in for Limited In-Person Instruction. Staff are continuing to remind/reteach mask wearing, physical distancing, flow of traffic, and using cohorted bathrooms, etc.

32. Staff meetings are held online as are trainings for staff. If staff elect to meet in the same room as others, physical distancing of at least 6 feet will be maintained and masks will be worn with a maximum of 3 staff in a shared space. Windows must also be open.

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 33. Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.               <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input type="checkbox"/> 34. Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week<sup>4</sup>, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.</li> <li><input type="checkbox"/> 35. Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 36. Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input type="checkbox"/> 37. Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input type="checkbox"/> 38. Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards<sup>5</sup>, and peers.</li> <li><input type="checkbox"/> 39. Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> <li><input type="checkbox"/> 40. Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.</li> </ul>	<p>33. We are making our cohort size to include the a.m. and p.m. cohorts at 10 students.. We are keeping the cohort size under room capacity and are planning all activities to maintain stable cohorts.</p> <p>34. The cohorts of students will not be larger than 10 throughout the a.m. and p.m.</p> <p>35. Our contact log system was explained above in #16-#19.</p> <p>36. We have separated the cohorts into an a.m. and p.m. to maintain stability and provide smaller sized cohorts.</p> <p>37. The teacher and instructional assistant will clean with proper PPE between cohorts. They have allotted time in their schedule to do this. All staff have been trained on how to clean correctly with the supplies we have and have been trained to limit shared materials in class and to clean in between shared student spaces.</p> <p>38. Cohorts will be designed by time of day which will be balanced by gender and other subgroups.</p> <p>39. There are logs to sign in and out. Staff are required to wear a face covering over mouth and nose, wash hands or sanitize upon entering and exiting a new space and keep six feet apart. Staff are also required to clean any surface after use (staff that stay less than 15 minute are not considered part of the cohort). We are assigning staff to keep cohorts as stable as possible for both students and staff.</p> <p>40. Staffing decisions have been made with this in mind. There is a teacher and instructional assistant. There are no other staff interacting with the students.</p>

<sup>4</sup> The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

<sup>5</sup> Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 41. 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 type="checkbox"/> 42. Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (<a href="#">see section 8b</a> of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.</p> <p><input type="checkbox"/> 43. Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(d) and (e)</a>.</p> <p><input type="checkbox"/> 44. Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.</p> <ul style="list-style-type: none"> <li>● The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> <li>● OSHA has developed a <a href="#">model notification policy</a>.</li> </ul> <p><input type="checkbox"/> 45. Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</p> <p><input type="checkbox"/> 46. Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.</p> <p><input type="checkbox"/> 47. Provide all information in languages and formats accessible to the school community.</p>	<p>41. The principal has been communicating with staff in weekly staff meetings and doing regular periodic trainings to keep the trainings fresh in their minds. Protocols will be housed in a shared Google Drive for staff to review and use with students.</p> <p>42. This is being done currently and meetings that have trainings are recorded and shared with those who are not present. Attendance is taken in order to track who has completed which trainings. There is also time for collaboration and Q&amp;A with staff during these meetings to keep everyone on the same page.</p> <p>43. We have signage around the building including physical distancing, masks required, symptoms list, etc.</p> <p>44. Principal or designee with confirm this information from our public health officials or parents. This information will be given to the principal and superintendent first. Public health will be able to advise better after cohort lists, cleaning records, classroom contact logs have been gathered and reviewed. We have used <a href="#">this public health communication information</a> to prepare for this situation as it arises. Currently, our Superintendent is communicating any positive cases in the district to the public and the school team (principal and secretaries) would alert staff and students as directed to by public health.</p> <p>45. Staff cannot disclose any personal identifiers such as staff or students name, age, whom they live with or where they live, to other staff or community members. This information can be shared with local public health if you are in good faith making a report. However, if you knowingly report incorrect information in an attempt to find out confidential information this is considered a breach of HIPPA and come with steep fines.</p> <p>You can disclose that someone in the students cohort has gone home sick or has tested positive. Here’s a link to the Department of Education’s communication toolkit that we have reviewed and <a href="#">plan to use</a>.</p> <p>46. See #41 above for staff trainings.</p> <p>47. Our communication is translated to go home in the family’s home language.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 48. Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>● Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> </ul> </li> </ul>	<p>48. This is what we communicate to families. We use the same <a href="#">Symptoms Screener List</a> for staff, students and families to use. Our school nurse helped to develop it. We have also reviewed the emergency signs that require immediate medical attention in a staff meeting training.</p> <p>49 &amp; 50. This has continued to be something we stress here in the Neah-Kah-Nie School District as a first line of defense for keeping all parties safe and healthy. See #48 above.</p> <p><b>Screening Staff</b></p> <ul style="list-style-type: none"> <li>● Staff will be required to complete daily self screening protocol before reporting for work.</li> <li>● Staff are required to report when they <u>may have been</u> exposed to COVID-19.(Contact your school nurse or principal with questions.)</li> </ul>

<ul style="list-style-type: none"> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> <p><input type="checkbox"/> 49. Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><input type="checkbox"/> 50. 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. <a href="#">See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.</a></p> <p><input type="checkbox"/> 51. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input type="checkbox"/> 52. Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> <li>● Staff are required to call in sick when they have symptoms related to COVID-19, and contact their principal by phone.</li> <li>● Staff members are not responsible for screening other staff members for symptoms.</li> <li>● Nursing will recommend that ill staff or family members seek COVID testing.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>● Guidelines for return to school after illness can be found in our Communicable Disease Plan.</li> <li>● Parents will be reminded (through regular letters and on school voicemail messages) to report actual symptoms, including as part of communicable disease surveillance. Secretaries/Health Aides will document those comments on the COVID Symptom Monitoring spreadsheet. Nursing will be notified when a positive COVID test is reported.</li> <li>● Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and with TCHD permission after symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</li> <li>● We have reviewed/trained on <a href="#">the Planning for COVID 19 Scenarios in School doc</a> as well.</li> </ul> <p>51. Staff have been trained on this item.</p> <p>52. This is part of our contact log/entry procedure for both staff and students.</p>
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### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 53. Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> <li>● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <p><input type="checkbox"/> 54. Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input type="checkbox"/> 55. Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> 56. Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <b>Ready Schools, Safe Learners</b> guidance.</p>	<p>#53-#56: Non-Essential Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities required in person interaction, at this time. Adults at school are limited to essential personnel only.</p> <p>Essential Visitors/Volunteers will be required to wash/sanitize upon entry to the building, complete a paper/digital screening, and will be required to wear appropriate face-coverings.</p> <p>Protocols for dropping off/picking up students before, after, or during the school days will be revised to ensure individuals outside of staff/students have no access to buildings.</p> <p>School Day Student Check-In/Out: Students will report in through the main entry- side door to the preschool. If school has started, the student and parent will knock on the front door of the District Office and the teacher or IA will be called to come and screen them and take them into the preschool.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 57. Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p><input type="checkbox"/> 58. Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for</a></p>	<p>57. We have masks to provide any adult or child who needs one.</p> <p>58 &amp; 59. Face coverings or face shields are required for all students in grades PreK at NKN, all staff, contractors or other service providers, visitors and volunteers. Nursing staff or staff members providing direct</p>

[Face Coverings](#). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.

- 59. Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- 60. Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- 61. Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- 62. Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  - [Additional guidance](#) for nurses and health staff.

**Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance**

- 63. If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  - 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 must 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.
- 64. 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.
- 65. Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.

care to students exhibiting symptoms should take extra precautions- full PPE kits are provided (mask, shield, protective clothing and gloves)

A face covering is made of cloth and covers the nose and mouth. A face shield is a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face. Face masks are medical grade surgical or N95 masks that should be reserved for medical personnel where possible. The use of face coverings, shields, or masks does not change physical distancing requirements.

Lack of access to a face covering cannot be a barrier to instruction; each school has a responsibility to ensure that students have access to usable face coverings.

We are aware that certain students or staff with certain medical conditions or disabilities may need teaching or accommodations around this requirement and have that in place.

60. We have this in place already.

61 & 63. Students are able to take a mask break at their desk/table spot away from others. It can be done quickly at their desk, but if they need a longer mask break, an adult will take the child outside for the necessary break.

**Students who abstain from wearing a face covering, or students whose families determine that the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option, however, additional provisions apply to students protected under ADA and IDEA.**

For students with 504 or IEP plans, face coverings will be reviewed on a case-by-case basis, however please refer to the ODE and OHA's Ready Schools, Safe Learners document for more information.

ODE, OHA, schools, families, and community organizations have important new roles in preparing families and caretakers to **prepare younger children to wear face coverings safely** and effectively. This includes instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and how to allow for "face covering breaks" during instruction. **If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must:**

- Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;
- Provide additional instructional supports to effectively wear a face covering;
- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns,

<ul style="list-style-type: none"> <li>● If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must:       <ol style="list-style-type: none"> <li>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.</li> <li>2. Not make placement determinations solely on the inability to wear a face covering.</li> <li>3. Include updates to accommodations and modifications to support students in plans.</li> </ol> </li> <li>● For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:       <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement.           <ul style="list-style-type: none"> <li>● 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,</li> <li>● 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.</li> </ul> </li> <li>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.</li> </ol> </li> </ul> <p><input type="checkbox"/> 66. For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input type="checkbox"/> 67. If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>schools/districts must not deny access to On-Site instruction (Ready Schools, Safe Learners).</p> <p>All PPE is stored just outside our isolation room. All staff have masks and face shields, and gloves available to them.</p> <p>62. We provide face shields for SLP's and anyone else who asks.</p> <p>63- above</p> <p>64. Appropriate staff have been trained on this.</p> <p>65 &amp; 66 &amp; 67. Students with existing medical conditions and doctors orders to not wear face coverings will not be denied in-person instruction. Staff serving these students in person will receive training and will be provided with PPE. Schools will comply with existing IEP and 504 plans. Plans will be updated to identify specially designed instruction or modifications needed during CDL, Limited In Person, Hybrid and In Person instruction consistent with ODE requirements. If students demonstrate an inability to consistently wear a face covering the school will initiate a team review of the circumstances and may refer the student for IEP or 504 evaluation if it might be due to a disability.</p> <p>If staff members require accommodation for the face covering or face shield, the district will work with the staff member to provide an accommodation which may include limiting the staff member's proximity to others in order to minimize the possibility of exposure. Staff must request an accommodation from their building principal and may be asked to provide a medical statement supporting the need for accommodation.</p> <p>See <a href="#">this document</a> for what the district used to plan for masks, face shields and plastic barriers.</p>
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**1i. ISOLATION AND QUARANTINE**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 68. Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input type="checkbox"/> 69. Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. 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</li> </ul>	<p>68. Schools will follow established Isolation Room Procedures in collaboration with School Nursing Staff</p> <p>69. All students are screened for symptoms at home by their families and upon entry to school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian for the bus. The school will screen for temperature and symptoms daily at the entry point for each cohort.. Staff members can self-screen and attest to their own health.</p> <p>70. ISOLATION MEASURES-SCHOOL BUILDING: ● ● Each school principal (or designee) will connect weekly with the school nurse on updates to</p>

feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.

- 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 for providing care to students with complex needs.

- 70. Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, a symptomatic individual shall 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.
- 71. Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- 72. 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."](#)
- 73. 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).
- 74. Record and monitor the students and staff being isolated or sent home for the LPHA review.
- 75. The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

the plan and isolation measures taken to that point. ● All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided facial covering and should wear one. Staff will wear a facial covering and maintain physical distancing, but never leave a child unattended. ● While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ● Isolation space should not create a stigma, it should have a negative air flow. Ventilation systems including High Particulate Air (HEPA) filters will be used where possible including in areas where students with special health care needs receive medication or treatments. ● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the LPHA.

Staff Training provided: in August as staff reported back to buildings. They are signing Contact Logs and self-screening daily. A booster training was provided in November and in January/Feb.

Medication will be administered in the kitchen/teacher office.

Isolation room is located across from the preschool room.

71.-Families are called if someone is sick to pick them up. There is no transportation services for Neah-Kah-Nie District Preschool.

72. This idea of "staying home and erring on the side of safety" has been trained to staff and communicated to families multiple times. Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the TCHD.

73. The school nurse has assisted in the development of all protocols and will consult for symptomatic students or staff or we will just send them home if they have symptoms and cannot locate her at another building- we are erring on the side of caution and safety..

74. The school nurse has assisted in the development of all protocols and will consult for symptomatic students or staff or we will just send them home if they have symptoms and cannot locate her at another building- we are erring on the side of caution and safety.

75. We are providing CDL to students who choose to or must remain home.



## 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
<input type="checkbox"/> 76. Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> 77. 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"> <li>• The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> <input type="checkbox"/> 78. 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. <input type="checkbox"/> 79. 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. <input type="checkbox"/> 80. Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> 81. When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> 82. When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	<p>76. STUDENT ENROLLMENT: All students will be enrolled following the Oregon Department of Education guidelines with the exception of 3 year olds in the program.</p> <p>Students will be encouraged to register online and will be contacted by school staff to schedule a video conference/ on-site follow-up appointment.</p> <p>Safety protocols will be put into place for any student/family who would like to register on site, or come in for a follow-up registration/enrollment appointment (Typically a new family )</p> <p>77. ATTENDANCE POLICIES: No student will be dropped for non-attendance unless we receive a records request from another school/ district.</p> <p>78. We follow up with teacher contact, letters and phone calls.</p> <p>79. Within 10 days of receiving registration paperwork, a records request is sent.</p> <p>80. ENROLLMENT/ATTENDANCE OPTIONS FOR FAMILIES:</p> <ul style="list-style-type: none"> <li>• All students started the year in CDL. Families will choose to keep their child in an Online program or move to Onsite in March.</li> <li>• Processes will be put into place that will allow the school to move students and staff in and out of online and on-site as needed throughout the year, based on metrics. Safety is our focus.</li> </ul> <p>81. We will make contact weekly if a student is absent due to Covid- 19 or a pre-arranged absence.</p> <p>82. Students are kept enrolled and are marked absent until the school receives a records request or notice of approved interdistrict transfer.</p>

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 83. 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"/> 84. Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled	<p><b>83 STUDENT ATTENDANCE:</b></p> <p>The district will develop and regularly communicate with students and families expectations around participation, engagement, and attendance of both remote and on-site learning.</p>

in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).

- 85. 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.
- 86. 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.
- 87. 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.

**ON-SITE ATTENDANCE:**

- Attendance will be taken once per day.

**CDL ATTENDANCE:**

Classroom teachers will report on student participation, engagement, or interaction with a teacher or paraprofessional **within the previous 24 hour period.**

This evidence may include:

Participating in a video class; Communication from the student to the teacher via chat, text message or email; A phone call with the student, or for younger students, with the parent; Posting completed coursework to a learning management system or web-based platform or via email; or Turning in completed coursework on a given day. Attendance policies and practices will encourage students/staff to stay home if someone in their house is sick or may have been exposed to an unconfirmed case of COVID-19. Secretaries will notify the principal when absence rates increase or reach 20% of a classroom/extended cohort. In addition, the secretary will maintain a COVID Symptom Monitoring spreadsheet, tracking student absences due to fever/respiratory illness. School principals will notify school nurses and the superintendent of any cluster illnesses within cohorts.

84 & 85 & 86: N/A

87. Preschool teacher addresses this with students and families on an on-going basis.

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 88. Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 89. Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> <li><input type="checkbox"/> 90. If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.</li> </ul>	<p>88 &amp; 89: The District will attempt to provide each student with their own chromebook device. ● Students who need a device will have the option to take the device home for at-home use. ● Additional devices will be accessible for in-building use for students with broken devices or devices left at home. ● School devices will be cleaned and sanitized between each use. ● Update School Reopening Survey to collect information about the numbers, types, and condition of devices used in homes to support CDL. ● Share a list of all software and student facing technology solutions with families ● Review technology policies and data privacy policies and update if needed ● During check-out and check-in procedures, social distancing and safety measures will be utilized.</p> <p>DISTRICT TECHNOLOGY AND CONNECTIVITY SUPPORTS ● NKN is working with county teams to provide additional connectivity for families. All schools have wireless in their parking lots. We will continue to ensure adequate internet access for all families to the degree possible.</p> <p>90. We do not have outside learning areas at this time (with technology).</p>

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> <b>91. Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</p> <p><input type="checkbox"/> <b>92. Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p><input type="checkbox"/> <b>93. Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p> <p><input type="checkbox"/> <b>94. Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input type="checkbox"/> <b>95. Personal Property:</b> Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</p>	<ul style="list-style-type: none"> <li>● <b>Handwashing: (Signage Provided)</b> ● All people on campus should be advised and encouraged to wash their hands upon building entry and frequently throughout the day. ● Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. ● All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. ● Students will be directed to use hand sanitizer before and after use of cohort assigned recreation equipment or Playground Structures. ● Students must wash their hands before meals and will be encouraged to do so after. ● Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette. ● All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups. ● Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playgrounds.</li> <li>● <b>Equipment:</b> ● Sharing of supplies will be restricted when possible. The families supply their child’s school supplies, however, if they are unable to provide all supplies, the school will provide supplies (we will use FRC funds to provide as needed). ● students will each have a designated place to keep individual supplies ● Any shared equipment will be cleaned between users.</li> <li>● <b>Events:</b> Off-site field trips and events requiring visitors or volunteers have been canceled. ● Virtual field trips may be provided. ● In-school events will be modified to follow cohort and social distancing guidance. ● Use of the building by outside groups will not be allowed. ● Use of facilities for District sponsored athletics and activities shall be coordinated through the building principal if allowed in the future.</li> <li>● <b>Transitions/Hallways:</b> ● Hallways will include one-way traffic markings to reduce contact. ● Transitions by grade-level cohort groups will be staggered to reduce contact. ● Student cohorts will remain in the classroom with adult transitions when possible. ● Cohort classrooms will be assigned by building area/level to allow access to a single bathroom throughout the school day</li> <li>● <b>Personal Property:</b> ● The district will provide guidance for all families as to what items can be brought to/from school. ● Students will use alternating hooks in the hallway outside classes or use chairs/desks in the classrooms to store personal property or areas labeled in the classrooms. Personal property must be labeled with a student name and will only be used by the student.</li> </ul>

**2e. ARRIVAL AND DISMISSAL**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 96. Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p><input type="checkbox"/> 97. Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p><input type="checkbox"/> 98. Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<p>96. We have markings for distancing during arrival and dismissal procedures. Cleaning requirements are taken care of throughout the day based on cleaning needs.</p> <p>97 &amp; 98 &amp; 99- See <a href="#">Cohort Doc</a> for information. All are in place.</p> <p>ARRIVAL PROCEDURES: ● Students and parents will receive ongoing instruction about arrival and dismissal procedures. ● Arrival/dismissal procedures will be put into place to ensure cohort separation, distancing</p>

- 99. 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.
  - 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.
- 100. 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.

and cleaning requirements can be met. ● In addition to visual screening and a temperature check upon arrival, each building will incorporate the student log to check students in and out of the building for arrival/dismissal. ● Hand Sanitizer stations will be available at each school entry location and high-traffic areas.

Late students check in at the office by using the intercom to be let in and will be screened by office staff. We use a digital contact log for students. .

100. BUILDING HAND SANITIZER STATION LOCATIONS: ● Sanitizer will be available throughout the building and inside classrooms ● Stations available at each entrance ● Main Office

We communicated with parents about drop off/pick up and have a staff person out there to run that system.

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>101. Seating:</b> 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.</li> <li><input type="checkbox"/> <b>102. Materials:</b> 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.</li> <li><input type="checkbox"/> <b>103. Handwashing:</b> 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 shall be disposed of in a garbage can, then hands washed or sanitized immediately.           <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<p><b>101. Seating:</b> ● Student desks and tables will be arranged to allow students to remain at least six feet apart. ● Assigned seating will be utilized so students are in the same seat at all times.</p> <p><b>FURNITURE</b> ● All upholstered furniture and soft seating has been removed from the school building</p> <p><b>CLASSROOM ENVIRONMENT:</b> ● Teachers will use tape, stickers, signs, etc. to illustrate traffic flow, appropriate spacing, assigned seating areas. ● Ventilation is being addressed in every building. Open windows, fans, supplemental ventilation tools, and outdoor spaces will be used when appropriate ● Students will receive regular and frequent instruction on supply use procedures and classroom cleaning/sanitation processes, including handwashing.</p> <p><b>102. Materials:</b> The classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. ● All students will have a designated location to keep personal supplies/equipment within the classroom. ● Hand sanitizer and tissues will be available for use by students and staff.</p> <p><b>103. Handwashing:</b> <b>HANDWASHING-CLASSROOM:</b> ● Staff are trained on proper handwashing and have set up systems in classes to remind students to wash hands frequently ● All people on campus should be advised and encouraged to wash their hands frequently. ● Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. ● All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. ● Students will be directed to wash their hands before and after use of playground equipment or use hand sanitizer. ● Students must wash their hands before meals and will be encouraged to do so after. ● Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette. ● All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups. ● Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playground areas</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 104. Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a> ).	104. The playground is closed to the public at all times with a locked gate.
<input type="checkbox"/> 105. After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.	105.-Restrooms are equipped with soap and water. Handwashing procedures are posted in all restroom areas and in classrooms.
<input type="checkbox"/> 106. 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.	106. Schedules have been developed for cohort use of school all spaces.
<input type="checkbox"/> 107. Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a> .	106. All students will use hand sanitizer or wash their hands before and after recesses.
<input type="checkbox"/> 108. Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).	107 & 108 & 109 & 110 & 111 & 112. Outdoor facilities and equipment use will be restricted, and any shared equipment will be adequately sanitized daily. Cohorts are small enough (10 or less) and spaces are big enough to allow for lots of outside play with students physically distanced.
<input type="checkbox"/> 109. Maintain physical distancing requirements, stable cohorts, and square footage requirements.	113. With two staff members and 10 kids, capacity indoors and outdoors has been evaluated to ensure there is enough space to follow RSSL guidance.
<input type="checkbox"/> 110. Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	
<input type="checkbox"/> 111. Design recess activities that allow for physical distancing and maintenance of stable cohorts.	
<input type="checkbox"/> 112. Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> .	
<input type="checkbox"/> 113. Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 114. Include meal services/nutrition staff in planning for school reentry.	114-115 N/A
<input type="checkbox"/> 115. Prohibit self-service buffet-style meals.	116. -Students will not share utensils, food or other items during meals.
<input type="checkbox"/> 116. Prohibit sharing of food and drinks among students and/or staff.	
<input type="checkbox"/> 117. 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.	117. When eating students may remove face coverings but must maintain 6 feet of distance from others. Desks/Tables in classrooms will be at least 6 feet apart.
<input type="checkbox"/> 118. Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.	118. Staff serving and supervising snacks will wear face coverings and be offered gloves and face shields. Staff may supervise from the doorway and must remain at least 6 feet away.
<input type="checkbox"/> 119. Students and staff 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 shall be encouraged to do so after.	119. Handwashing and/or hand sanitizing will be required before snacks and encouraged for after them.
<input type="checkbox"/> 120. Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	120 & 121 & 122: Student snacks will be given to students by school staff. Physical distancing requirements must be maintained when snacks are being delivered. Handwashing and surface cleaning and sanitizing before and after meals will be implemented.

- 121. Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- 122. Adequate cleaning and disinfection of tables between meal periods.
- 123. Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

Care will be taken to maintain the safety of students with life threatening food allergies when food is consumed in the classroom.

123: Staff are encouraged to eat in their own spaces, one in one out of staff room/ outdoors maintaining 6 ft. physical distance. Staff have staggered lunch times and breaks by team. They are required to wear face covering except when eating their meal.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 124. Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> 125. Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 126. Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.</li> <li><input type="checkbox"/> 127. Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a 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"> <li>○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> 128. 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.</li> <li><input type="checkbox"/> 129. Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li><input type="checkbox"/> 130. Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while</li> </ul>	<p>124-132 N/A --No school transportation for Neah-Kah-Nie Preschool is happening during the 2020-2021 school year.</p>

loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).

- 131. Face coverings for all students, applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings. This prevents eating while on the bus.
- 132. Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 133. 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</li> <li><input type="checkbox"/> 134. Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</li> <li><input type="checkbox"/> 135. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> 136. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> 137. 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.</li> <li><input type="checkbox"/> 138. Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)</li> <li><input type="checkbox"/> 139. Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</li> <li><input type="checkbox"/> 140. All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.</li> <li><input type="checkbox"/> 141. 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 must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li><input type="checkbox"/> 142. Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> 143. Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> </ul>	<p>133. Buildings are using <a href="#">this document</a> from the CDC to put together in-building protocols for cleaning, disinfecting and to keep our staff and students safe.</p> <p>134. We do not have outdoor learning spaces at this time, but if we do in the future, we will follow this.</p> <p>135. Playground structure will be sprayed down once/day. Frequently touched surfaces (e.g. playground equipment, door handles, sink handles, water bottle filling stations, banisters, etc.) will be cleaned, sanitized, and disinfected multiple times per day. All surfaces will be cleaned and disinfected according to current evidence-based CDC guidance.</p> <p>136 &amp; 137. Disinfectants will be safely and correctly applied following labeling directions. These products will be kept away from students. To reduce the risk of asthma, disinfectants will be chosen from 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. Staff have all been trained to use our cleaners and sanitizers and there are ample labeled bottles around the school. NKN SD uses Hillyard's QT Plus; it was chosen for effectiveness and safety of the product.</p> <p>138. We are opening windows and have two Winnex air purifiers for the amount of square footage in the preschool that are run all the time.</p> <p>139 &amp; 140. We do not have an HVAC system. We have a schedule to clean the air filters in the air purifiers throughout the building.</p> <p>141. Fans will not be used in classrooms in order to lessen the risk of pollen/allergies to exacerbate asthma symptoms in students and staff.</p> <p>142. The need for increased ventilation in areas where students with special health care needs receive medication or treatments will be considered (Ready Schools, Safe Learners). At this time we have open windows and air purifiers to increase safety.</p> <p>143. Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces.</p> <p>144. High Efficiency Particulate Air (HEPA) filters will be used where possible, possibly including vacuum cleaners.</p>

- 144. 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](#)).

### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 145. 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.</li> <li><input type="checkbox"/> 146. Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<p>145. Nursing staff will be used in supporting the development of this plan. District will review staffing needs of Health Services based on the plan.</p> <p>146. Cerisa Albrechtsen, School Nurse, Consultation with Rinehart Clinic and Tillamook Family Counseling mental health, staff will collaborate and implement the plan.</p> <p>The District will implement a plan for maintaining health services for all students.</p>

### 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 147. Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:               <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● 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.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li><input type="checkbox"/> 148. Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:               <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> </li> </ul> <p><b>Exception</b> K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <b>Ready Schools, Safe Learners</b> guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 149. They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li><input type="checkbox"/> 150. The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.</li> <li><input type="checkbox"/> 151. There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</li> </ul>	<p>147-154: N/A</p>

- 152. Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
  - Limit travel to essential functions.
  - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- 153. Any boarding students newly arriving to campus will either:
  - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
  - Quarantine on campus for 14 days.\*

\* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

- 154. Student transportation off-campus is limited to medical care.

### 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 155. In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.           <ul style="list-style-type: none"> <li>● 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.</li> <li>● Fire drills must be conducted monthly.</li> <li>● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>● 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.</li> </ul> </li> <li><input type="checkbox"/> 156. Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</li> <li><input type="checkbox"/> 157. When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li><input type="checkbox"/> 158. Drills shall not be practiced unless they can be practiced correctly.</li> <li><input type="checkbox"/> 159. Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</li> <li><input type="checkbox"/> 160. 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).</li> <li><input type="checkbox"/> 161. 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.</li> </ul>	<p>155 &amp; 156. The same emergency drills we practice in person will be initiated during CDL and Onsite instruction.</p> <p>In person drills will be practiced with 6 feet of distance being monitored and enforced by staff.</p> <p>157. We have not yet had to compromise the 6 feet of physical distancing, but are aware of this time restriction if needed.</p> <p>158. We practice correctly.</p> <p>159. We train for drills at the beginning of the year and then in Staff Meetings as needed.</p> <p>160. We will be all Onsite and in CDL. Both programs will practice drills.</p> <p>161. We will require this</p>

### 2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <li><input type="checkbox"/> 162. 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.</li> <li><input type="checkbox"/> 163. Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li><input type="checkbox"/> 164. 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.</li> <li><input type="checkbox"/> 165. 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.</li> <li><input type="checkbox"/> 166. Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li><input type="checkbox"/> 167. 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.</li> <li><input type="checkbox"/> 168. Plan for the impact of behavior mitigation strategies on public health and safety requirements:       <ul style="list-style-type: none"> <li>● Student elopes from area           <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:               <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>● Student engages in behavior that requires them to be isolated from peers and results in a room clear.           <ul style="list-style-type: none"> <li>○ If students leave the classroom:               <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>● 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).           <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:               <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>162 &amp; 163: School staff utilize Feeling Buddies and help students to regulate by acknowledging their feelings and discussing what is happening at school. We are also a school that uses the Zones of Regulation with students for teaching behavior regulation..</p> <p>164 &amp; 165: Instructional assistant is trained in restraint and de-escalation strategies using the MANDT system. Staff have and will continue to receive training in Trauma Informed Care practice and, Social Emotional Learning practices. We implemented Morning Meetings in all classes as a daily routine to create a positive school culture and family feeling.</p> <p>166 &amp; 167. We have ongoing trainings at staff meetings to talk about providing lagging skill instruction and de-escalation strategies. We focus the majority of our efforts on forming relationships with students and their families. An elementary school counselor is also starting some professional development around regulating emotions and learning that will stretch us and help us reach the next step in modeling our behavior and the importance of recognizing and naming emotions which the preschool staff take part in.</p> <p>168. The teacher and instructional assistant plan for behavior mitigation strategies.</p> <p>169. Due to one classroom with a teacher and full time instructional assistant, all staff are aware of what needs to be clean and what has been utilized throughout the day. If a student needs to go to another area, staff are aware of disinfecting that needs to happen.</p>
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- 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.

- 169. 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.

## 2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 170. Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	170. Our nurse worked with each school and custodians to order PPE for all staff who will be interacting with dysregulated students. Staff who may need to wear PPE are trained on this.



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 171. Review the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.	171. Staff have been trained on Planning for Covid 10 scenarios in schools.
<input type="checkbox"/> 172. Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	172. Our school nurse also works for the county’s health department, so we have a direct link to the LPHA.

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 173. Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.	173. Admin have been trained on this guidance and are training the building staff. We work closely with our school nurse as situations arise.
<input type="checkbox"/> 174. Ensure continuous services and implement Comprehensive Distance Learning.	174. We are planning to offer CDL to any students needing to quarantine. We have been in a very successful CDL model so far this year, so could move to that fairly easily..
<input type="checkbox"/> 175. Continue to provide meals for students.	175. N/A

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 176. Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.	176. Admin have been trained on this guidance and are training the building staff. We work closely with our school nurse as situations arise.
<input type="checkbox"/> 177. Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.	177. We will follow LPHA and CDC Guidance for cleaning, sanitizing, and disinfections all surfaces in classrooms, cafeteria settings, restrooms, and playgrounds prior to re-opening buildings to students/staff.
<input type="checkbox"/> 178. 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.	

178. We could easily move to Hybrid as needed from our Onsite model. The schedule allows for that fairly easily. Coming back in Hybrid would decrease our students on campus at any one time by 50%.



## 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>