



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/12/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Eagle Rock Elementary School
Key Contact Person for this Plan	Vanessa Jones
Phone Number of this Person	541-830-6162
Email Address of this Person	jonesv@eaglepnt.k12.or.us
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem

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

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

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

	School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; Deborah Hornbacher, EPSD9 Nurse; Phil Ortega, Supervisor of Student Services; Heather Marrs, Eagle Rock Elementary Instructional Coach; Angala Millard, Eagle Rock Elementary Student Success Room Instructional Assistant; Catherine Ullrich, Eagle Rock Elementary Teacher; Sada Considine, Eagle Rock Elementary Teacher; Linda Saling, Eagle Rock Elementary Teacher; Lindsey Patrick, Eagle Rock Elementary Teacher; Corinne Henney McHugh, Eagle Rock Elementary Teacher; Kori Acosta, Union Representation
Local public health office(s) or officers(s)	Bonnie Simpson, Environmental Health Specialist, Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Vanessa Jones
Intended Effective Dates for this Plan	1-25-2021 through 6-15-2021
ESD Region	Southern Oregon

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.

EPSD9 and ERE held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (3) surveys to parents that asked a variety of questions. Parent Q & A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. An email address has been created for families to email their questions to us. The district has also setup a digital suggestion box for idea, concerns and feedback. EPSD9 also surveyed families at the end of Distance Learning. We have requested Tribal consultation. The teachers and families were surveyed in January 2021. A town hall meeting was held for community and for staff in January 2021. We have requested Tribal consultation.

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](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a), 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.

As of 1-25-2021, there are still have a few students on this same Comprehensive Distance Learning platform while the majority will be following a district hybrid learning plan. Families had the choice if they wanted to stay with CDL or go back to in-person instruction. Except for these few students, Eagle Rock Elementary will be running on-site learning.

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.

We have reviewed the Comprehensive Distance Learning Guidance and we are confident we can meet the requirements contained therein.

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.

Based on the Governor’s guidelines, we were able to make the transition to hybrid “on-site” learning beginning 1-25-2021.

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"> ☒ Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> ● OSHA has developed a risk assessment template. ☒ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <ul style="list-style-type: none"> ● Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). ● OSHA has developed a sample infection control plan. ☒ 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. ☒ 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. ☒ 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. ☒ 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. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). ☒ 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. <ul style="list-style-type: none"> ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple 	<ul style="list-style-type: none"> ● EPSD9 District Office has conducted a risk assessment ● Eagle Point School District 9 schools follow the Communicable Disease Plan published from the Oregon Department of Education and the Oregon Health Authority. ● EPSD9 schools also follow our district's Communicable Disease Plan ● EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR. ● EPSD9 schools work closely with the Local Public Health Authority (LHA) Jackson County Health and Human Services to coordinate and consult when making decisions. ● Visual screening of all students and staff is outlined in 1f. ● Potentially symptomatic students will be isolated following guidance outlined in 1i. ● EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c. ● Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c. ● Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will 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 to assist the LHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i. ● Vanessa Jones, principal, will establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ● An anonymous form was created and sent out to staff for sharing of concerns that are reviewed on a daily and weekly basis by Vanessa Jones, Principal ● During in-service weeks and prior to on-site learning, Principal Jones reviewed sections 1-3 of ODE Ready Schools, Safe Learners guidance and the Schools Operational Blueprint. ● Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LHA. ● Student's contact tracing will take place through our student information system ● Our staff has been trained on health protocols and will continue training throughout the school year. ● ERE will report to and consult with the COVID Response Team. They report and consult with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ● Custodial team will disinfect classrooms, office spaces, bathrooms daily and high touch areas throughout the school day; (section 2g); Cafeteria tables will be disinfected between cohort use. ● Vanessa Jones, principal or designee will report weekly school status updates to the state. ● School will follow protocols to respond to potential outbreaks as set forth in Section 3.

- 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.
- ☒ Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- ☒ Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

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1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p>☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p>	<p>All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Distance Learning models.</p> <p>Students</p> <ul style="list-style-type: none"> ● All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher. ● Students who experience disability will continue to receive specially designed instruction. ● Reviewed Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid ● Students with language services will continue to receive English Language Development. ● ERE Staff and school administrators, in partnership with the school nurse, will work with interdisciplinary teams to address individual student needs.

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

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. 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"> ● 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. 	<ul style="list-style-type: none"> ● Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings. Each classroom has physical markings to address this requirement. ● Extra furniture has been removed and stored to make as much usable space within the classroom and common learning spaces ● Seating will be assigned to maximize physical distancing and minimize physical interaction. ● Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods.

<ul style="list-style-type: none"> ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ 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. ☒ 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). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ul style="list-style-type: none"> ● Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible. ● Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. ● Time standing in lines will be minimized. ● We have added schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building (see 2e) ● Staff should maintain physical distancing during all staff meetings and conferences or meet remotely with web-based meetings. Staff shall also not congregate together for breaks or meals ● The majority of staff meetings will be held virtually.
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1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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"> ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, 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. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ 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. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers. ☒ 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. ☒ 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 	<p>Daily Logs</p> <ul style="list-style-type: none"> ● Staff assigned to each classroom will maintain a daily sign-in log (student information system) documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). <p>Cleaning and Hygiene</p> <ul style="list-style-type: none"> ● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between multiple student uses, even in the same cohort. ● Drinking fountains are covered and/or shut off and students will provide refillable water bottles or the school will provide 1 time use bottles as needed. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Shared objects will be limited as much as possible and cleaned between uses. ● We have an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. ● Hands are washed with soap and water or use an 60% to 95% alcohol-based hand sanitizer before meals and encouraged to do so after. Hand sanitizer can be used at all other times except after using the bathroom where hands must be washed with soap and water for a minimum of 20 seconds. <p>Cohorts</p> <ul style="list-style-type: none"> ● Students are not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 student contacts within the educational week. ● ERE will limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.

⁴ 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.

⁵ 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.

- ERE minimizes interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas).
- K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.)

Below are the identified stable cohorts to ensure capability for contact tracing. Contact-tracing logs will be made for each cohort group. This will be done electronically.

Kindergarten (KG) First Grade, Second Grade, Third Grade, Fourth Grade and Fifth Grade

- Total of twelve classes (two of each grade level). Each class will be set up with one teacher per class responsible for overall instruction.
 - Each class will be supported by a full-time Instructional Assistant (IAs), both to provide instructional support and in order to support/encourage physical distancing.
- Classroom sizes range from 708 Sq Ft to 717 Sq Ft which would allow for 19 children and 1 adult.
 - Room 1 = 600 Sq Ft - 17 people
 - Room 2/3 = 504 Sq Ft - 14 people
 - Rooms 4-15 = 708-717 Sq Ft - 20 people
 - Rm 211 (Owl's Nest) = 540 Sq Ft - 15 people
- Common areas (Quad, Learning Center and Library areas) will be utilized to support the additional students and IA's.
 - Quad A = 600 Sq Ft - No more than 17 people
 - Quad B & C = 930 Sq Ft - No more than 26 people
 - Learning Center = 672 Sq Ft - No more than 19 people
 - Library = 550 Sq Ft (moving bookshelves) - No more than 15 people
 - Cafeteria = 2499 Sq Ft - No more than 71 people
 - Gym = 4000 Sq Ft - No more than 114 people

Current Class Sizes (As of 1/11/21)

- Kindergarten: 16, 17
- 1st Grade: 22, 22
- 2nd Grade: 25, 23
- 3rd Grade: 18, 17
- 4th Grade: 23, 23
- 5th Grade: 22, 22
- PALS: 10
- Pathways: 8
- Full-time IAs and/or Part-time IAs will assist with cleaning and wiping surfaces between multiple student uses.
- Full-time IAs and/or Part-time IAs will provide intervention in grade level groups
- ALL staff who interact with multiple student groups will wash/sanitize their hands between interactions

Speech and Language Cohort

- This stable group is maintained as much as possible.
- In the event the stable cohort is changed, the Special Ed Staff will need to update the contact-tracing log.

- At least one space will be designated for speech and language cohort groups. SLP will be provided with face shields and plexiglass partition.

Resource Cohort/ English Language Cohort

To the extent possible, students receiving supports beyond core instruction (e.g., Title Services, Special Education and Related Services) will receive these supports within their grade band cohort.

Site-based cohorts

Students will attend assigned classroom for regular education setting as prescribed by their IEP

Additional Considerations:

- To the extent possible, students receiving supports beyond core instruction (e.g., Title Services, Special Education and Related Services) will receive these supports within their grade band cohort.
 - When student needs or administrative logistics require a student to be pulled from a grade band cohort to receive support, it creates a new student contact and additional contact tracing log requirements.
- Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.
- Remove inside window coverings so teachers have better line of sight to the quad learning areas.
- When cohorts leave an area, surfaces will be cleaned and wiped down prior to a new cohort. Cohorts and staff will wash or sanitize hands prior to entering a new area or working with new cohorts.

PE Instruction: Schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</p> <p>☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b 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>	<ul style="list-style-type: none"> • The District COVID Response Team communicated the infection control measures that are being implemented to prevent the spread of the disease. • Disease control measures will continue to be shared throughout the year in periodic intervals. • The District COVID Response Team will develop protocols for communicating with students, families, and staff addressing: <ul style="list-style-type: none"> ○ What to do if you suspect you or your family members may be symptomatic? ○ What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ○ How does the district respond when a new case

- ☒ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- ☒ 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](#).
- ☒ 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.
- ☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- ☒ Provide all information in languages and formats accessible to the school community.

- has been confirmed?
- Updated communication will be shared with families and staff at least monthly or as updated information is available.
 - Protocols and information are available on the EPSD9 and our school’s website.
 - Information will be made available 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"> ☒ 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"> ● Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. ● Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ 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"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” ● Additional guidance for nurses and health staff. ☒ 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. ☒ 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 	<p>Screening on Entry</p> <ul style="list-style-type: none"> ● Students and staff are directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. ● ERE will follow the LHA’s advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID 19 or following the EPSD9 District COVID Symptoms protocol or by doctor’s recommendation. ● Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19. ● All students will be visually screened for symptoms on bus entry and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students who are sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). <p>Screening Staff</p> <ul style="list-style-type: none"> ● Staff will not screen other staff. ● Staff are required to report when they may have been exposed to COVID-19. ● Staff are required to report when they have symptoms related to COVID-19. <p>Screening Students:</p> <ul style="list-style-type: none"> ● Students in grades Kindergarten through 2 will be dropped off at the front of the school and students will be screened at the car prior to being let out. <ul style="list-style-type: none"> ○ Kindergarten will enter through the front doors by the office ○ 1st & 2nd Grade students will enter through the student entrance near the cafeteria ● Students in grades 3 through 5 will be dropped off in the front of the bus drop off area and students will be screened at the car prior to being let out <ul style="list-style-type: none"> ○ Students will enter the building via the Quad C doors

that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).

- ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

and will enter classrooms directly

- When the screening indicates that a student may be symptomatic coming off the bus or walking without an adult, the student is directed to the office.
- When the screening indicated that a student may be symptomatic when being dropped off via vehicle, the student/family will be directed to return home
- Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible.
- They must remain home following the EPSD9 District illness protocol or doctor recommendation.

Hand Hygiene on Entry

- All people entering the building shall wash or sanitize hands on entry to school buildings every day.
- Hand-sanitizers have been placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands upon entry.

Symptomatic Staff and Students

- Anyone displaying or reporting the primary symptoms of concern will be isolated and sent home as soon as possible (see section 1i of the Ready *Schools, Safe Learners* guidance). They must remain home following the district illness protocol or doctor recommendation. They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school.
- ***Staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) will not be excluded from school.***
- Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

Ongoing Communication

- Families will be reminded weekly to report actual symptoms when calling students in sick as part of communicable disease surveillance.
- Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 10 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.
- Non-essential visitors/volunteers will be unable to work at ERE, or complete other volunteer activities that require in-building interaction, at this time.
- Adult visitors in schools are limited to essential personnel

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. 	<ul style="list-style-type: none"> • Non-essential visitors/volunteers will be unable to work at ERE, or complete other volunteer activities that require in-building interaction, at this time. • Adult visitors in schools are limited to essential personnel

- ☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the **Ready Schools, Safe Learners** guidance.

(service providers, contractors, ESD personnel, etc.) only.

- Adult visitors may include parents/guardians for IEP/504 meetings or specific pre-planned parent meetings with school staff. These visitors will not be permitted in the classrooms with students. Virtual meetings will be prioritized.
- Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors.

Essential personnel/volunteers/visitors are required to:

- Wash or sanitize their hands upon entry and exit to the district's buildings.
- Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.
- Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.
- ERE will utilize "no touch" sign in for students, staff and visitors or if this cannot be done, the sign-in area will be disinfected between uses.
- ERE will have hand sanitizer and face coverings available for guests and visitors
- Front desk employee(s) will screen visitors for visual symptoms upon entry into the building

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. ☒ 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. ☒ 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. ☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess. ☒ 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: <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> ○ Students 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; 	<p>Face Shields and Barriers</p> <ul style="list-style-type: none"> ● Face coverings or face shields will be provided for all ERE staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. <ul style="list-style-type: none"> ○ Face shields are an acceptable alternative 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. ● All students in grades Kindergarten through Twelfth grade will wear face coverings or face shields following CDC guidelines Face Coverings at school both indoors and outdoors. <ul style="list-style-type: none"> ○ Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, or when people need to see mouth and tongue motions in order to communicate. ● If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the teacher will: <ul style="list-style-type: none"> ○ 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.

- Provide additional instructional supports to effectively wear a face covering;
- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses 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

☒ 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.

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

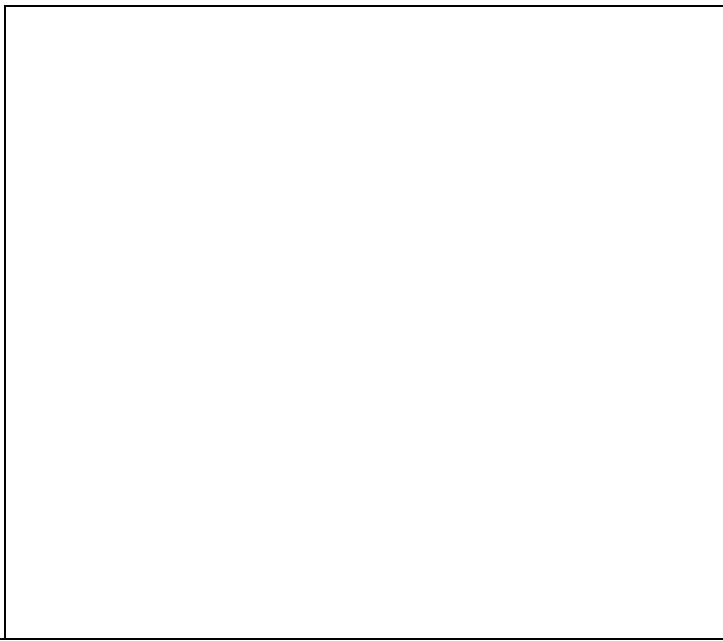
☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.

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

Protections Under the ADA or IDEA

- If any student requires an accommodation to meet the requirement for face coverings, EPSD9 will work to limit the student'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, EPSD9 will not deny access to On-Site instruction.
- Students who abstain from wearing a face covering, or students whose families determine 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.
- ERE will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020.
- ERE will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, ERE will limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

- If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- ☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
 - ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.



1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide. <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider 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. ☒ 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. <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● The 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 are available at ERE. ● ERE staff have been provided training on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. ● A primary isolation area (CARE Room) will be designated for symptomatic staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas (CARE Rooms) will be identified in collaboration with the District Nurse and site administrator. ● A separate designated area will be available for “well” students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. <p>Exposed or Symptomatic Students and Staff</p> <ul style="list-style-type: none"> ● Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District Nurse, other school-based health care provider or school staff until they are able to go home. <ul style="list-style-type: none"> ○ Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ○ School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.

<p>a symptomatic individual must be properly removed and disposed of prior to exiting the care space.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review. ☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine. 	<ul style="list-style-type: none"> ○ After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. ○ If able to do so safely, a symptomatic individual should continue to wear a face covering. ○ To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided to exposed or symptomatic students and staff. ○ The Administrator or designee at the location of students or staff that have been exposed or are symptomatic will contact parent/guardian or significant other to transport the student or staff member home. If necessary, transportation by bus can be made. <ul style="list-style-type: none"> • 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. • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. They must remain home following our ESPD9 District Illness Protocol or doctor's recommendation. • ERE will record and monitor the students and staff being isolated or sent home for the LHA review. • ERE will provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine. • All teachers will continue to use Canvas (LMS) to post their classroom activities/assignments. This will allow for students who area temporarily isolated and quarantined to access assignments
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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
<ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. 	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <ul style="list-style-type: none"> • Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon parent choice. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.

- If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.
 - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
 - ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
 - ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
 - ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
 - ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

No student will be dropped for non-attendance if they meet the following conditions:

- Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19.
- Have COVID-19 symptoms and following the EPSD9 District Illness protocol or doctor's recommendation.

The EPSD9 attendance policy will account for students who do not attend in-person instruction due to student or family health and safety concerns. See 2B

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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). ☒ 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). ☒ 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. ☒ 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. ☒ 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. 	<ul style="list-style-type: none"> ● Attendance will be taken daily, five times per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On Site, Hybrid, Comprehensive Distance Learning). ● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes. ● ERE will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness. ● When in CDL, interaction can be evidenced by any of the following or reasonable equivalents: <ul style="list-style-type: none"> ○ 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 (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or turning in completed coursework on a given day. ● When a student has a pre-excused absence or COVID 19 related absence, the school will reach out to students and families at least weekly to offer support. ● ERE attendance staff will notify Vanessa Jones, principal, when absence rate has reached 10% or more. ● Principal or designee will report increases in absences to

Supervisor of Student Services, Phil Ortega.

- EPSD9 will provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. 	<ul style="list-style-type: none"> ● EPSD9 has and will continue to conduct and confirm family technology connectivity. ● EPSD9 will provide all students with a label for their assigned district owned device prior to returning to school. ● EPSD9 will continue to keep school-issued iPad chargers at home and review daily care and routines for the iPad. ● EPSD9 will maintain teacher and administrator issued laptops and iPads and support users with remote needs. Hotspots are assigned as needed. ● EPSD9 has established Canvas as the district platform to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non-digital distance learning per parent request. ● EPSD9 supports all users with Canvas; including student and parent training and resources. ● EPSD9 will review technology policies and data privacy policies with all stakeholders. ● EPSD9 will continue technology support services for families with translation services to meet the needs of all. ● EPSD9 will issue loaner iPads as needed for students with broken devices.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). 	<p>ERE students, staff and parents will be trained on hygiene procedures and practices. Follow up trainings and reminders will be provided throughout the school year.</p> <p>Handwashing: All students will have access to hand washing or sanitizer before meals and snacks are served and hand washing after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present.</p> <p>Equipment: All classroom supplies, playground equipment (to CDC standards) and PE equipment will be cleaned and sanitized before use by another cohort group. Sharing of classroom supplies will be limited and be sanitized in between uses</p> <p>Safety Drills: During fire drills (and all other safety drills), all classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff.</p> <p>Events: Field trips will be postponed or cancelled. When it is safe to do so, field trips will be reviewed individually by the principal in consultation with the district office and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.</p>

Transitions/Hallways: Hallway traffic direction will be marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked when applicable.

Personal Property: Each classroom will have a limit on the number of personal items brought into school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Screening Students:</p> <ul style="list-style-type: none"> ● Students will be visually screened by the ERE staff upon arrival. ● When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <p><i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</i></p> <p>Contact Tracing Protocol</p> <ul style="list-style-type: none"> ● ERE staff members will be assigned to all entrances to our school. ● Student information system will contract trace for the initial contact of the day. ● Students may sign in and out of the classroom. The supervising adult can also record student entrance and exit. <p>Arrival of all Students and Cohorts</p> <ul style="list-style-type: none"> ● Physical distancing, stable student groups, square footage, and cleaning requirements will be maintained during arrival procedures. ● ERE has worked with Transportation to determine student staggered drop off times. This will also be clearly communicated to all of the school's parents/guardians. The need to keep drop-off interactions as brief as possible will also be shared with families. ● Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing. ● Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out. ● Students in grades Kindergarten through 2 will be dropped off at the front of the school and students will be screened at the car prior to being let out. <ul style="list-style-type: none"> ○ Kindergarten will enter through the front doors by the office ○ 1st & 2nd Grade students will enter through the student entrance near the cafeteria ● Students in grades 3 through 5 will be dropped off in the front of the bus drop off area and students will be screened at the car prior to being let out <ul style="list-style-type: none"> ○ Students will enter the building via the Quad C doors and will enter classrooms directly ● When the screening indicates that a student may be symptomatic coming off the bus or walking without an adult, the student is directed to the office. ● When the screening indicated that a student may be symptomatic when being dropped off via vehicle, the

	<p>student/family will be directed to return home</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible. • They must remain home following the EPSD9 District illness protocol or doctor recommendation <p>Dismissal:</p> <ul style="list-style-type: none"> • Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. • Students will remain in their assigned cohort at the end of the day until released by cohort. • Upon release, all students in the cohort will go directly to their bus or departure point from campus. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • All classes with outside doors will utilize this exit. • ERE will work with Transportation to determine student staggered pickup times as needed. This will also be clearly communicated to all of the school's parents/guardians. The need to keep pick-up interactions as brief as possible will also be shared with families. • Specific areas will be marked at ERE to designate one-way traffic flow for transitions of traffic for vehicles and on-foot. • Teacher and/or IA will walk student group to dismissal area utilizing appropriate social distancing. <p>ERE has established a protocol for students whose parent/guardian is late picking them up.</p>
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2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <p><input checked="" type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p><input checked="" type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart (35 sq ft) and students will be assigned to the same seat at all times. If multiple students sit in a seat/area, it will be sanitized after each use.</p> <p>Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.) or will be sanitized after each use (e.g., pencil sharpener). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Each student will have his/her own iPad for instructional materials. Students will be trained in only using their own materials (paper/pencil).</p> <p>Handwashing: Students will be reminded (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <p>Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> <p>Furniture: All upholstered furniture and soft seating will be removed from ERE.</p> <p>Classroom Procedures: All K-5 classes will use an assigned cubby or storage spaces for individual student belongings; Shared restroom/hall passes will not be used. All shared spaces (e.g., cafeteria, library, gymnasium) will be cleaned between cohort use.</p>

Signage: Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.

Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread apart

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. 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. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit 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. 	<ul style="list-style-type: none"> ● Playground(s) will remain closed for public use. Schools will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered schedule throughout the school day. ● 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. ● After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff. <ul style="list-style-type: none"> ○ Quad A will ALWAYS use the “Recess Restrooms” ○ Quad B will ALWAYS use the “Upstairs Restrooms” ○ Quad C will ALWAYS use the “Downstairs Restrooms” ● Before and after using playground equipment, students will wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ● Cleaning requirements will be maintained; ● Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. ● Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used. ● Staff rooms, common staff lunch areas, and workspaces will be limited 35 sq ft per person, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to 	<p>Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals.</p> <ul style="list-style-type: none"> ● Health and safety standard protocols will be followed by staff. ● Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. ● Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface.

the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.

- ☒ Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- ☒ Adequate cleaning and disinfection of tables between meal periods.
- ☒ 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.

- Each table/desk will be cleaned prior to meals being consumed.
- All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria.
- Physical distancing requirements will be maintained in transit.
- If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts.
- Transported trays/carts will be sanitized between deliveries to stable cohorts.
- Students will eat breakfast in their classroom. Students will eat lunch in the cafeteria or gym with their student groups.
- Students will not share food, utensils, or other items during meals.
- Staff will eat in their room, outside picnic tables or in the common staff lunch area, and will be limited to 35 sq ft per person, maintaining six feet of distance between adults.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> ● 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"> ○ 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. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers 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 	<p>This plan has been created in conjunction with our EPD9 Transportation team.</p> <p>Bus drivers are required to wear masks or 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, as stated in Section 1h of the Ready Schools, Safe Learners guidance.</p> <p>Each bus driver/staff will be required to:</p> <ul style="list-style-type: none"> ● Follow entry and screening procedures (training will be provided by the District). ● Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings. ● Visually screen students for illness. ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. ● Continue transporting the student. ● If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the ERE office. ● 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. ● 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) ● Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).

- 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.
- ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- ☒ Face coverings 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.
- ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

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

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <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. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. 	<ul style="list-style-type: none"> ● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day with ALHA HP or Virex. There has been time provided during the day and between cohorts for staff to clean/disinfect ● 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. ● Disinfectants will be applied safely and correctly following labeling direction as specified by the manufacturer. These products will be kept away from students. ● To reduce the risk of asthma, 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>Operations of Outside Air</p> <ul style="list-style-type: none"> ● Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. ● ERE has mechanical economizers and digitally controlled outside air dampers, that provide fresh air to the classrooms and buildings. These also have an external heating element that will assist in tempering the air at lower temps prior to it entering the space. These are also set at the required level as per ASHRAE and installation instructions, or 10% minimum, based on our region. Each system has built up economizers that will bring fresh air into the building and also have a power exhaust that will remove air from the system and works in conjunction with the economizer. Again these are set at the required setting and have a minimum setting of 10% in inclement temperatures. <ul style="list-style-type: none"> ○ Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.

- 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](#)).
- 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](#)).

Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>EPSD9 will collaborate with health professionals to help determine priorities.</p> <ul style="list-style-type: none"> ● ERE will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. ● ERE will practice appropriate communicable disease isolation and exclusion measures. ● ERE staff will participate in required health services related training to maintain health services practices in the school setting. ● COVID-19 specific infection control practices for ERE staff and students will be communicated. ● ERE Staff will review 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

Exception

K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the **Ready Schools, Safe Learners** guidance) may operate, in consultation with their Local Public Health Authority, provided that:

- ☒ 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.
- ☒ 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.
- ☒ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- ☒ 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.
- ☒ 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).

- ☒ 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"> ☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☒ 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. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. 	<p>Emergency drills</p> <ul style="list-style-type: none"> ● At least 30 minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes and safety threats. ● Fire drills will be conducted monthly. ● Earthquake drills will be conducted two times a year. ● Safety drills including ALICE procedures will be conducted at least two times a year. <p>Emergency Drill Procedures</p> <ul style="list-style-type: none"> ● Drills will be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures will be implemented, but only if they do not compromise the drill. ● When or if physical distancing must be compromised, drills will be completed in less than 15 minutes ● Drills will not be practiced unless they can be practiced correctly. ● Staff will be trained on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ● If on a hybrid schedule, multiple drills will be conducted 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).

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

- Students will wash hands with soap and water for 20 seconds of 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"> ☒ 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. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ 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. ☒ 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. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ 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. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ● Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● 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. 	<p>Supporting Students Who Are Dysregulated, Escalated, and/or Exhibiting Self-Regulatory Challenges</p> <ul style="list-style-type: none"> ● ERE staff will 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. ● ERE staff will take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ● ERE staff will be proactive in planning for known behavioral escalations and 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. ● ERE staff will 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. ● Vanessa Jones will ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ● Vanessa Jones will 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. ● ERE staff will plan for the impact of behavior mitigation strategies on public health and safety requirements: <p>If staff need to intervene for student safety, staff should:</p> <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. <p>If student engages in behavior that requires them to be isolated from peers and results in a room clear:</p> <ul style="list-style-type: none"> ● 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.

<ul style="list-style-type: none"> ○ *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: <ul style="list-style-type: none"> ● 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. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>	<ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (E.g. “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.* <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs</p> <p>If 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) and staff need to intervene for student safety, staff will:</p> <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (E.g. “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.* <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p>ERE staff will ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>
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2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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 Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.	<p>Protective Physical Intervention</p> <p>Reusable Personal Protective Equipment (PPE) will be cleaned/sanitized after every episode of physical intervention (see section 2j of the Ready Schools, Safe Learners guidance: Cleaning, Disinfection, and Ventilation</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>EPSD9 has established a District COVID Response Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information.</p> <p>Phil Ortega, Facilitator, 541-830-6601 Elizabeth Bilden, TRE Assistant Principal, 541-830-6283 Daniel Flagg, WMMS Teacher, 541-830-6315 John Harding, Maintenance Supervisor, 541-830-6377</p>

Melody Hill, Transportation Department 541-830-1245
 Deborah Hornbacher, District Nurse, 541-951-6955
 Britt Humphrey, EPHS Counselor, 541-830-6669
 Kasey McNulty, EPSD9 Athletic Supervisor/EPHS Facilities Supervisor, 541-830-6644
 Joni Parsons, Director of Teaching & Learning and Special Services, 541-830-6565
 Ryan Swearingen, Director Human Resources, 541-830-6558
 Scott Whitman, Director Business Services, 541-830-6559

- EPSD9 will share District COVID Response Team member names and contact information with LHA.
- EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time.

ERE will notify the District COVID Response Team Facilitator and District Nurse when rates reach threshold.

- The Facilitator and District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LHA if COVID-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff.
- The Facilitator and District Nurse will notify the Site Administrator, Superintendent and Directors of findings.
- The Facilitator, District Nurse, Director, and Site Administrator will collaborate with LHA and follow their direction to determine next steps which may include:
 - Parent/guardian communications
 - Potential exposure notifications
 - Temporary student exclusions
 - Temporary school or cohort exclusions
 - Modification or cancellation of school events-
 - School closure
- The LHA will recommend in-person school closures or restrictions, as they learn about new cases.
- The District COVID Response Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LHA to determine and address any steps needed under the direction of the LHA.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<p>In response to an outbreak of COVID, ERE will follow the District Communicable Disease Plan, collaborate with LHA, and follow LHA guidance.</p> <ul style="list-style-type: none"> • In the event of a closure, ERE will initiate short-term school closure with Distance Learning for All and continued food services. • ERE events will be modified, postponed, or cancelled as coordinated with the LHA. • The District COVID Response Team with the District Nurse and LHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. <p>For Suspected or Known Individual or Family COVID-19 Cases:</p> <ul style="list-style-type: none"> • The District COVID Response Team Facilitator and the

	<p>District Nurse will be immediately notified by ERE or via LHA.</p> <ul style="list-style-type: none"> • If notified by ERE, the District COVID Response Team Facilitator or District Nurse will contact family and health care providers, if appropriate, to gather data and contact LHA. • If notified by LHA, the District COVID Response Team Facilitator or District Nurse will notify Site Administrator and Superintendent, and collaborate with LHA, providing log sheets, attendance information, and potential contact information to LHA following their direction. • Every effort will be made to maintain student confidentiality. <p>For Regional Impact The District COVID Response Team inclusive of: District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LHA to determine and address any steps needed under the direction of the LHA.</p>
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3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>Plans for hybrid learning and off-site only learning will allow ERE to move to off-site distance learning in the event of school closure.</p> <p>ERE will review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <ul style="list-style-type: none"> • If school closure is advised by the LHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. • ERE will follow LHA guidance regarding the return of students and staff for on- site instruction. • ERE will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening. • ERE will consult with LHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening. • 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](#)

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>