



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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	Kids Unlimited Academy Charter School, EPSD9
Key Contact Person for this Plan	Sunshine Price
Phone Number of this Person	541-774-3900
Email Address of this Person	sprice@kuaoregon.org
Sectors and position titles of those who informed the plan	Tom Cole - CEO Kids Unlimited Sunshine Price - KUA Principal/Academic Director; AJ Schultz - KUA Director of School Culture; Michelle Hull - Office Administrator; Jason Patterson - KU Building Supervisor; Raco Verhaaren - KU Human Resources Cass Weiland – Accounting; Melinda Koch – Kinder Teacher Anahi Mendoza – Instructional Assistant; Angela Jackson - KU PreK Teacher; Katie Erickson - 3rd grade Teacher Emily Warnke-Crary - MS Teacher; Pedro Cabrera - KUA Board Member; Rebecca Holmes - La Clinica Nurse Adrianna Salazar - KUA Parent & Connie Eaton - KUA Parent Crystal Hidde – Early Learning Director

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

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

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

Local public health office(s) or officers(s)	Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Sunshine Price
Intended Effective Dates for this Plan	Beginning January 25, 2021 when we return to on campus instruction
ESD Region	Southern Oregon ESD

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

Our staff held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (2) 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 website and social media. We held a virtual meeting with our migrant families in Spanish. An email address was created for families to email their questions to us. Office staff have been available to answer questions and direct parents to resources. We have utilized Facebook and social media to share information with families, community resources, and information about COVID and how to avoid infection. Our KUA school board has been a part of these discussions and updates. La Clinica has a nurse that is participating on our committee, and we have a Community Health Center on site. Additionally, we held a stakeholder meeting with a diverse group of staff, parents, and community members to review our plan and offer suggestions for improvement. These plans were reviewed and updated in January 2021 with new ODE guidance and CDC regulations. Additionally, our emergency childcare program that has been running onsite since the end of September 2020 has also provided our team with a greater understanding of the necessary strategies to mitigate COVID transmission.

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.

We will continue to offer Comprehensive Distance Learning for any parents who choose this as their learning model due to parent preference. This will only be offered to families who do not want their child to be on campus for on-site learning. This has been our instructional model since September 28, 2020, in addition to Limited In Person Instruction.

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 do not need any flexibility or waivers for compliance. We fully implement these requirements for families who choose this option.

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.

We strive to support the diverse needs of students, families, and employees at Kids Unlimited Academy Charter School, equity and accessibility has been our main focus. All families within our school have been surveyed regarding the challenges and successes related to Distance Learning for All and their preferences and comfort level for both in-person and distance learning for the 2020-21 school year. Additionally, we held listening sessions for parents/guardians and community members. We delivered information and took questions as part of two Zoom/Facebook Live Events with our CEO Tom Cole and Principal Sunshine Price. We have also had a meeting on 8/6/2020 with KUA stakeholders outlining the plan and touring the school through the zoom platform. Our website online Portal has a link to parent needs that allows parents to list concerns and wants for the 2020-21 school year.

This information along with data related to student engagement and success will be used to identify focal communities of students in need of targeted support. Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year. At KUA, our students will have preference to in-person learning. Through the opening of additional classrooms and hiring of more staff KUA has outlined "socially distant" in order to have access to 5 days a week in-person learning. Students will have access to a full-time distance learning at the request of families.

We will provide instruction via Comprehensive Distance Learning with LIPI since September 28, 2020. We have surveyed our parents and 98% of them will sign their child up for on-site learning and will begin on site on January 25, 2021.

KUA White City campus currently holds two Kindergarten classes with a maximum of 25 students per classroom. On January 22, 2021 we transformed our two classrooms into socially distant learning classrooms. On January 25, 2021 KUA White City opened our two socially distant learning classrooms for on-site instruction.

Student Demographics at KUA: ● 97% economically disadvantaged ● 75% are students of color ● 13% experience special needs ● 32% migrant education students ● 52% are emerging bilingual students (Medford location percentages)

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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. 	KUA has utilized the following measures to ensure staff and student safety on site:

- ☒ 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](#).
 - 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](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.

- Students are divided into small cohorts with limited or minimal interaction with students in other cohorts
- Students eat in the classroom instead of the cafeteria
- Health checks (temperature check, sanitizing hands, etc.) before entering the building
- Hand washing before meals and sanitizing throughout the day
- Sanitization of the classroom multiple times a day and throughout the building
- Sanitizing play equipment between cohorts
- Sanitizing sinks in the bathroom after every cohort
- Quarantining cohorts if there is a positive COVID case
- Limiting staff who are in multiple cohorts
- All staff and students are required to wear face coverings (masks)
- Staff training & student training about ways to avoid spreading germs
- Parent communication regarding COVID symptoms to look for and when a student is required to stay home due to symptoms
- Offered opportunities for staff to get the COVID vaccine if they desire to have it
- Following all guidelines for classroom space (35 sq. ft. per person)

Sunshine Price & AJ Schultz will establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.

Raco Verhaaren, KU HR Director, has created an anonymous online form that staff, students, and community members can be used to submit concerns and possible solutions. These will be reviewed by the HR Director, and brought to Sunshine Price & the KUA Safety Committee to discuss possible resolutions.

Rebecca Holmes - La Clinica Nurse as well as Jackson County Health Department have advised our blueprint plans.

Training Protocols – Sections 1-3 of RSSL

- All staff were trained via an in person meeting or via Zoom that discussed protocols for physical distancing and to review all guidance in sections 1-3 of the RSSL.
- All childcare staff, teachers, and instructional assistants who have been working on campus since September in emergency childcare or in LIPI have had continual training and updates as the guidance has changed over time.
- Staff will complete an additional training before returning to on-site learning on January 25, 2021.

Plans for Systematic Disinfection:

Disinfectant spray bottles and paper towels will be placed inside every classroom, room, and hallways. Before and after meals, students/staff will disinfect desks with disinfectant spray. Bathrooms will be disinfected throughout the day. Bathroom sinks will be sanitized at least every hour, and this will be documented on a log outside the bathroom. High touch points (doorknobs, doors, railing etc.) will be disinfected at least 2 times during the day by school janitorial staff. At the end of each day, the janitorial staff will use an electrostatic cleaner to disinfect high touch points throughout the building and classrooms. Rooms will be used by 1 cohort of students. In the event another cohort or group of staff will be using the same room after school hours, the room will be disinfected before and after use.

We will utilize an isolation room to keep ill or exposed persons from having contact with others. Students will wait in the isolation room until their parents are able to pick them up from school. We will ensure

<ul style="list-style-type: none"> ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> ● 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). 	<p>limited staff have contact with this student. If a staff member is ill or possibly exposed to COVID, they will be sent home from work.</p> <p>Protocol for notifying the JCPH of confirmed COVID cases & Communicating possible COVID-19 cases to the school community and other stakeholders:</p> <ul style="list-style-type: none"> -Any possible COVID cases or symptoms are reported to Sunshine Price. -Mrs. Price will contact the parent/staff member and request the required information to ascertain when the person was symptomatic or when the exposure took place. -Classroom and building logs will be pulled by Yuri Gomez and identify anyone who had contact with the COVID positive person, 48 hours before they were symptomatic. -Building logs will be at the entrance of the building and kept at the reception desk. Individual classroom logs will be kept in the rooms. The logs will be collected weekly and stored in an organized filing system. These logs will be kept for a minimum of 30 days. -Parents will be contacted and students will be sent home early if possible. -All itinerant staff will sign in at the White City location upon entry to the building. -Staff will be notified if they were exposed to COVID. -Contact with the district to notify them of the COVID case -Sunshine Price or AJ Schultz will contact the JCPH department and report the COVID case and implement any recommendations they suggest. Logs will be emailed to JCPH indicating when the parent or staff members were notified and will include their names and contact information. -Letters will be sent home with each student/staff member who was exposed to COVID outlining what happened and the next steps to take. -Anyone who was exposed will be documented on a spreadsheet with the tentative return date to campus. This will ensure students/staff do not return to campus before their quarantine period is over. <p>Sunshine Price will ensure the school provides weekly updates regarding current instructional models and student counts and reports in ODE's COVID-19 Weekly School Status system.</p> <p>Staff/Student Screening Protocol for symptoms:</p> <ul style="list-style-type: none"> -Students/staff will have their temperature checked upon arriving at the building -We will verbally ask staff and students if they have any COVID symptoms. If they have a fever or COVID symptoms, they will be sent home -If a staff member or student becomes ill during the school day, they will be screened for symptoms and sent home if necessary. -Once we receive COVID testing kits and are trained, we will be able to test staff/students on site. -While sick students are waiting to be picked up or go home, they will be isolated in the health room in the office area <p>Yuri Gomez will collect the classroom contact logs and report numbers to Sunshine Price. Sunshine Price will make the weekly reports in the ODE COVID-19 School Status system.</p>
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1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On- 	<p>Students in high-risk populations will be supported and provide the option to remain in CDL based on parent preference.</p>

Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

Medically Fragile, Complex and Nursing-Dependent Student Requirements

- ☒ 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:
 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.
- ☒ Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
- ☒ 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

Currently, our White City location does not have any students who are medically fragile, complex and nursing-dependent. In the event we have students who are medically fragile, we will consult with the district nurse to develop the best support plan. Students will be allowed to continue through CDL if required or desired.

Staff and KUA administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. We will modify 504 plans or IEPs as needed to support student learning during this time.

Appropriate PPE will be provided for all staff.

Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> • 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. <p><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p> <p><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</p> <p><input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</p> <p><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p> <p><input checked="" type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</p>	<p>Classrooms will be measured, and floor plans consulted. A minimum of 35 square feet per person will be in each classroom.</p> <p>Physical distancing will be supported in the classroom and teachers will make every effort to avoid activities that require students to be closer to one another. The spacing efforts in the classroom provide all instructors in the room with the ability to move efficiently without breaking the 6 feet of physical distance.</p> <p>One-way traffic paths will be established and space markers for waiting in lines will be used in the classroom and hallways.</p> <p>This building currently has only Kindergarten students and 1 preschool classroom. Students will be kept in separate classrooms to avoid interactions with different cohorts. Recess times will be limited to 1 classroom at a time on the playground or play areas.</p> <p>Students who need additional support with physical distancing or mask wearing will work with our VIBE advocacy team. Whole group, small group and individual lessons will be provided for students.</p> <p>Staff meetings will be held via Zoom or outdoors with sufficient physical distancing. Staff will always be able to attend meetings via Zoom if they prefer.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <p><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational 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.</p>	<p>Students will be in a cohort with no more than 24 students and will have a minimum of 35 sq. feet per person in the classroom.</p> <p>There are 2 stable cohorts that are staffed by one instructional aide and one teacher. These cohorts do not have interaction during the day. Due to the number of classes the amount of staff that interact with both cohorts is very minimal.</p> <p>See above for contact tracing protocols</p> <p>This location only has 1 set of restrooms for boys and girls. The sinks will be sprayed with disinfectant between cohorts in the bathroom. It will be</p>

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.

- ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).
- ☒ 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 close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

sanitized by janitorial staff multiple times per day. Night janitorial staff bleaches and sanitizes each room after use for the next morning school day.

Any staff who go between multiple stable cohorts will sanitize or wash their hands before entering another cohort.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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. ☒ 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. <ul style="list-style-type: none"> ● 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. 	<p>Staff are trained in COVID protocols and procedures on site. We will continue staff training in control measures and check for completion. Cleaning logs are located outside of each restroom and on the playground in order to track that cleaning takes place. Our maintenance director reviews these logs to ensure proper cleaning happens.</p> <p>See section 1a for communication protocols.</p> <p>KUA White City campus has a developed plan for communicating with both families and staff when a new case arises. This plan involves the school Principal, office administration and CEO of Kids Unlimited.</p> <p>All of our correspondence to families is always sent home in English and Spanish.</p>

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

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

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> ● 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 <p><input checked="" type="checkbox"/> Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> ● 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. <p><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.</p> <p><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.</p> <p><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>Communications will be sent to staff and students regarding COVID symptoms to watch for and symptoms that must be reported to the school.</p> <p>We will follow all guidance from the CDC and be aware of emergency signs that require immediate attention.</p> <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. ● Kids Unlimited Academy will follow the LPHA's advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the previous 14 calendar days. ● 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 entry to bus and school buildings every day. ● Parents will be asked to report actual symptoms when calling in students sick as part of communicable disease surveillance. ● Transportation specific screening protocols will be followed (see section 2i). ● Staff will not screen other staff. <p>Hand Hygiene on Entry</p> <ul style="list-style-type: none"> ● All people entering the building shall wash or sanitize hands on entry to school buildings every day. ● Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. <p>Symptomatic Staff and Students</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 (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance). 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. <p>See Section 1a for screening procedures.</p> <p>We will follow the guidance of JCPH department about any students or staff who have been exposed to COVID.</p> <p>If a student or staff exhibits a cough that is worsened or not well-controlled with medication, they will be excluded from being on site.</p> <p>All staff and students will wash their hands or use hand sanitizer upon entering the building.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.</p>	

<ul style="list-style-type: none"> ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p>☒ 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.</p> <p>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <i>Ready Schools, Safe Learners</i> guidance.</p>	<p>Non-essential visitors/volunteers will not be allowed on campus. Essential visitors will complete the health check upon arrival in the building and will follow all safety protocols.</p> <p>Signage will be posted at the entrance and throughout the building to remind people of the required procedures upon entering the building</p>
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1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p>☒ 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.</p> <p>☒ 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.</p> <p>☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p> <p>☒ Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> ● 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; ● 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. <p>☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.</p>	<p>All face covering mandates and recommendations will be followed. Staff/students may only remove their face mask during mealtimes, if they have a medical condition that requires it, or if they are alone in a private office.</p> <p>Face coverings will be worn indoors and outdoors during recess and PE times.</p> <p>Students will be taught about how germs are spread and how wearing face masks keep them safe. We will reteach the expectations to students who struggle to keep their facemasks on.</p> <p>Face Shields and Barriers</p> <ul style="list-style-type: none"> ● Face coverings or face shields will be provided for all Kids Unlimited staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. All staff, contractors, other service providers, or visitors or volunteers are expected to wear face coverings or face shields. ● All students in grades Kindergarten through 8th grade will wear face coverings or face shields following CDC guidelines Face Coverings at school. ● 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. ● Our office staff or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear appropriate Personal Protective Equipment (PPE) for their role. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> ● If any student requires an accommodation to meet the requirement for face coverings, KUA will work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

- [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,
 - 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 with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, KUA will not deny access to On-Site instruction.
- Kids Unlimited Academy will comply with the established IEP/504 plans prior to the closure of in-person instruction in March of 2020. If needed IEP/504 plans will be modified to meet the needs of each student.
- Kids Unlimited Academy 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, Kids Unlimited Academy will limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

Acknowledged.

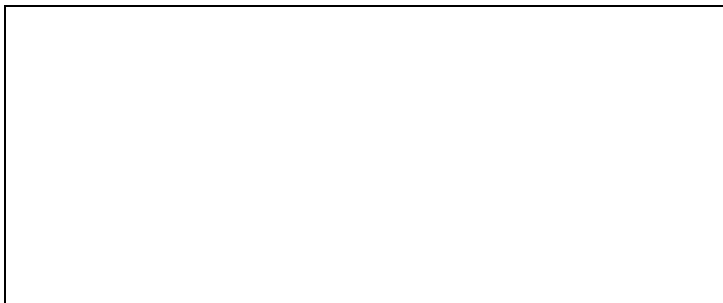
We will follow all ADA or IDEA accommodations as needed or recommended by a doctor.

Students will be provided the same education as their peers, regardless of their health status or ability to wear masks. We will collaborate with their doctors and or parents to find the best solution to keep them safe at school.

We will implement all IEPs and 504 plans as written and will not make changes to them due to a student's reluctance to wearing a face mask.

Any staff who are unable to wear a face mask will need a doctor's note to wear a face shield in order to keep other staff/students safe.

- ☒ 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 a symptomatic individual must be properly removed and disposed of prior to exiting the care space. ● After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. 	<p>Protocols for sick students on the bus will follow the EPSD plans.</p> <p>See section 1a for additional protocols related to screening students/staff and excluding or isolating them as needed.</p> <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 kuoregon.org. ● Kids Unlimited Academy staff will be provided 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 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 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 office staff and 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"> ● Office staff 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. ● 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.

- 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.
 - ☒ 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.
- 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.
 - 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.
 - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
 - If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - Kids Unlimited Academy will record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. 	We will enroll students per the guidelines in our charter agreement with EPSD 9. Only students who have attended at least 1 day will be counted and submitted for ADM. We will reach out to families if a student is not attending school on a regular basis. We will call, mail letters, and make home visits (outside the home) if needed.

- 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.

We will require documentation from the prior school related to enrolling a student at KUA.

Our VIBES Student Advocacy Team will reach out to students and families to ensure they are attending school. We will also use incentives to motivate other students to attend.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input checked="" type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. <input checked="" type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. <input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.	<p>In Kindergarten we will take attendance once per day.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
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<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. 	<p>Our IT department has established policies and procedures for checking out computers to students, maintaining them, sanitizing them and providing other technology supports.</p>
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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.). 	<ul style="list-style-type: none"> ● Handwashing: Students/staff will hand wash or use sanitizer multiple times per day and before meal times. ● Equipment: Each cohort will have separate materials and shared equipment will be sanitized between cohorts. ● Events: We will only offer events online via Zoom at this time. ● Transitions/Hallways: The building flow and patterns of migration have been established to minimize multiple cohorts in the hallways at the same time. ● Personal Property: We have encouraged staff to take home all personal property that is not needed for instruction. Students will not be allowed to bring non-essential materials to school. Classrooms have been cleaned out to limit the amount of materials in them.

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>As students arrive in the morning they will go directly to their classrooms. At the end of the day they will remain in their rooms and the person at the front office will radio to each room to get them to come to the office.</p> <p>Staff will be assigned to the entrance (we only have 1 student entrance in our building with 2 Kinder classrooms).</p> <p>See section 1a for sign in procedures</p> <p>Hand sanitizer stations (with 60-95% alcohol) are at the front door and outside each classroom.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum 	

<p>extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <p>☒ 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>☒ 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. 	<ul style="list-style-type: none"> • Seating: Students will have 35 sq. feet per person in the classroom and we will assign students to seats. • Materials: We will avoid the use of community shared materials. Individual materials will be provided for each student or sanitized between use with different students. • Handwashing: Lessons on hand washing will occur frequently and as needed. Staff will supervise hand washing when possible to ensure students are washing their hands appropriately.
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2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations).</p> <p>☒ 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.</p> <p>☒ 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.</p> <p>☒ 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.</p> <p>☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).</p> <p>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</p> <p>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</p> <p>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</p> <p>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.</p> <p>☒ 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.</p>	<p>The school playground is not open to the public.</p> <p>Students will wash their hands after using the bathroom. Staff will try to monitor the restroom when they go in a large group.</p> <p>Students will wash hands before and after using playground equipment.</p> <p>Playground equipment will not be shared between cohorts or will be sanitized before the next group uses it.</p> <p>Recess & PE activities will be designed to keep students apart from one another and to reinforce the 6 feet of distance expectation.</p> <p>We will limit the number of staff that are allowed in the staff room or break room.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Include meal services/nutrition staff in planning for school reentry.</p> <p>☒ Prohibit self-service buffet-style meals.</p> <p>☒ Prohibit sharing of food and drinks among students and/or staff.</p> <p>☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical</p>	<p>We will serve 3 healthy meals per day in individual disposable meal boxes.</p> <p>Students will eat meals in their classrooms. They may remove their mask while eating.</p>

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 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.

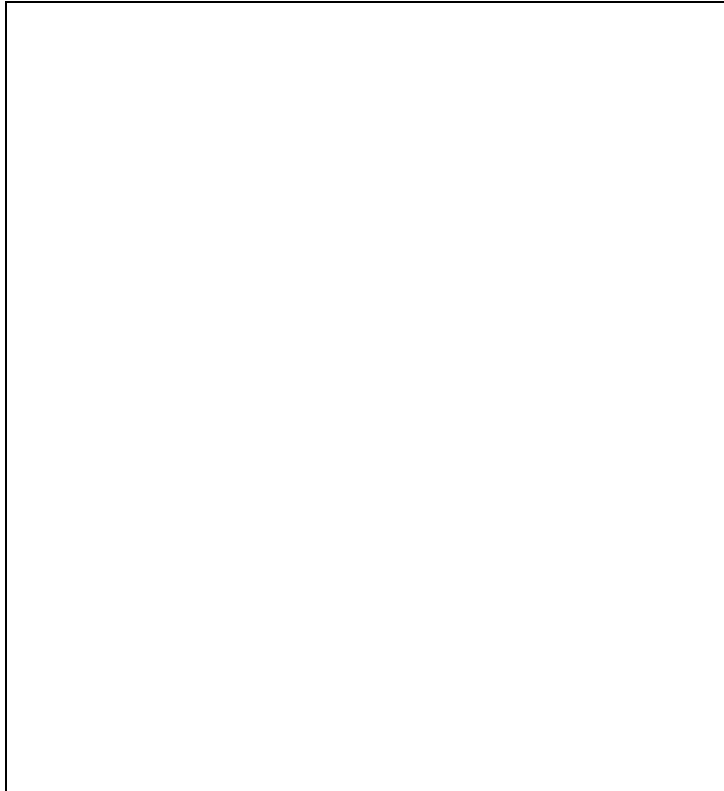
Students may not share drinking bottles.

All staff serving meals must wear a face covering

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 <i>Ready Schools, Safe Learners</i> 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. 	<p>The busses will follow the EPSD 9 cleaning protocol.</p> <p>As students arrive we will use sanitizer between students getting out of the vehicle and coming inside.</p> <p>Students will have a health check daily before entering the building (see above)</p> <p>We will inform parents about transportation and teach students the bus protocols for safety.</p> <p>All students in grades K-8th will be required to wear face coverings.</p> <p>Staff are also required to wear face coverings.</p>

- The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
- If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- ☒ 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 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.



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 	<p>Frequently touched surfaces will be sanitized throughout the day.</p> <p>Outdoor playground structures will be sanitized at least daily at a minimum.</p>

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 not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☒ 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](#)).

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2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>The staff room area will be used for students who need to isolate until they go home.</p> <p>We will collaborate with health professionals to best support our student health needs.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
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<p><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:</p> <ul style="list-style-type: none"> ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the “household” or “family unit” applies to your residents and staff <p><input checked="" type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <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:</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.</p> <p><input checked="" type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p> <p><input checked="" type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:</p> <ul style="list-style-type: none"> ● Limit travel to essential functions. ● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <p><input checked="" type="checkbox"/> Any boarding students newly arriving to campus will either:</p> <ul style="list-style-type: none"> ● Complete a quarantine at home for 14 days* prior to traveling to the school, OR ● Quarantine on campus for 14 days.* <p>* 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).</p> <p><input checked="" type="checkbox"/> Student transportation off-campus is limited to medical care.</p>	n/a
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2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning	All safety protocols are acknowledged.

<p>model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	
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2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p>	<p>We will use our Mindfulness Room to allow students to desolate when needed. We will provide classroom instruction about regulation and how to problem solve with peers.</p> <p>For students who have behavioral struggles our VIBE Behavioral Support team will check in daily with those students.</p> <p>Staff will be trained in de-escalation strategies to help avoid triggering students and escalating situations.</p> <p>Staff will use calming words to help recognize student’s feelings and support them with calming down. If a student elopes from an area, staff will use the least restrictive interventions to maintain physical safety for the student and staff member. Certain staff will be trained in CPI to learn additional de-escalation strategies.</p>

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

All additional measures are acknowledged.

Emergency Drills

- 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.

Emergency Drill Procedures

- Drills will be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures 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).

Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after	Our staff and students will be provided with the necessary PPE to keep them safe. Face masks have been provided and we will recommend that

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.	staff/students clean them. We will have disposable masks available in the event a student needs one or loses their mask.
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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>The toolkit has been reviewed and procedures implemented.</p> <p>As COVID cases or possible exposures occur, we will communicate with the JCPH department and follow their instructions for protocols.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students.	<p>The toolkit "Planning for COVID-19 scenarios has been reviewed and implemented when a possible COVID or confirmed COVID case happens. This will be continuously reviewed as CDC or ODE regulations and recommendations change.</p> <p>We will continue to offer CDL classes to any student who does not want to be on campus.</p> <p>We provide 3 made from scratch meals a day at no cost to our students.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input 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>The toolkit "Planning for COVID-19 scenarios has been reviewed and implemented when a possible COVID or confirmed COVID case happens. This will be continuously reviewed as CDC or ODE regulations and recommendations change.</p> <p>The majority of our students have already been on campus daily for LIPI and stay on site for childcare. Our systems have been in place and are working well to keep students separated from each other.</p>



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance. This section does not apply to private schools.

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
 - Sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance,

- The [Comprehensive Distance Learning](#) guidance,
- The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
- [Planning for COVID-19 Scenarios in Schools](#)

We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
- The [Comprehensive Distance Learning](#) guidance,
- The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
- [Planning for COVID-19 Scenarios in Schools](#)

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

 **4. Equity**

 **5. Instruction**

 **6. Family, Community, Engagement**

 **7. Mental, Social, and Emotional Health**

 **8. Staffing and Personnel**

Assurance Compliance and Timeline

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

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