



OREGON  
DEPARTMENT OF  
EDUCATION

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## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/12/2021

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

1. Please fill out information:

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<sup>1</sup> For the purposes of this guidance: "school"

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

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

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

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Table Rock Elementary
Key Contact Person for this Plan	Valerie Cordle-Shehorn
Phone Number of this Person	541-830-6267
Email Address of this Person	<a href="mailto:cordleshehornv@eaglepnt.k12.or.us">cordleshehornv@eaglepnt.k12.or.us</a>
Sectors and position titles of those who informed the plan	Andy Kovach, Superintendent; Joni Parsons, Director of Teaching and Learning and Special Education; Ryan Swearingen, Director of Human Resources; Scott Whitman, Director of Finance; Heather Marinucci, Eagle Point High School Principal; Aaron Luksich, Eagle Point High School Assistant Principal; Jen Mason, Eagle Point High School Assistant Principal; Allen Barber, Eagle Point Middle School Principal; Karina Rizo, White Mountain Middle School Principal; Vanessa Jones, Eagle Rock Elem School Principal; Jodi Salinas, Hillside Elem School Principal; Amy Isackson, Shady Cove Principal; Valerie Shehorn, Table Rock Elem School Principal; Elizabeth Bilden, Table Rock Elem School Assistant Principal; Michelle Green, URCEO Principal; John Harding, Maintenance Supervisor; Rowdy Bates, Transportation Supervisor; Lydia Tolley, Food Service Supervisor; Deborah Hornbacher, EPSD9 Nurse; and Phil Ortega, Supervisor of Student Services, Hollie Donarski, Instructional Coach; Lori Evans, Instructional Coach; Cara Trautman, Classified Staff; Jan Morris, Classified Staff; Carolina Perez, teacher; Debbie Lewis, teacher; Brittany Thompson, teacher; Shelley McCormick, teacher; Natalie Johnson, teacher; Natasha Schroeder, Dual Language teacher; Scott Carle, teacher; Carissa Murray, ELD Teacher; Tehya Smith, Classified Staff
Local public health office(s) or officers(s)	Bonnie Simpson. Environmental Health Specialist, Jackson County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Valerie Shehorn, Principal Elizabeth Bilden, Assistant Principal
Intended Effective Dates for this Plan	1/25/21 - 6/17/21
ESD Region	Southern Oregon

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

Our staff and District held a number of listening sessions with parents/families, certified and classified staff regarding reopening. We sent (3) surveys to parents and survey staff that asked a variety of questions. Parent Q&A; A sessions were held via Facebook Live events (In English and Spanish) and these were regularly posted on our district website and social media. A Town Hall Meeting was held for both the community and staff. An email address has been created for families to email their questions to us. EPSD9 also surveyed families at the end of Distance Learning. We have requested Tribal consultation.

3. Select which instructional model will be used:

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

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

### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

As of 1-25-2021, we will still have some students on this same Comprehensive Distance Learning platform while the majority will be following a hybrid plan.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

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

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

Based on the Governor's guidelines, we are able to make the transition to hybrid with In-person learning beginning 1-25-2021

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

# ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



## 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a>.</p> <ul style="list-style-type: none"> <li>OSHA has developed a <a href="#">risk assessment template</a>.</li> </ul> <p><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.</p> <p><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a>.</p> <ul style="list-style-type: none"> <li>Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule <a href="#">OAR 437-001-0744(3)(h)</a>.</li> <li>OSHA has developed a sample <a href="#">infection control plan</a>.</li> </ul> <p><input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <b>Ready Schools, Safe Learners</b> guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <p><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</p> <p><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</p> <p><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.</p> <p><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</p> <p><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</p> <p><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</p> <p><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</p>	<ul style="list-style-type: none"> <li>Eagle Point School District 9 has conducted a risk assessment, and the results are posted on the district website.</li> <li>Eagle Point School District 9 schools follow the published Communicable Disease Plan from the Oregon Department of Education and the Oregon Health Authority.</li> <li>EPSD9 schools also follow our district's Communicable Disease Plan.</li> <li>EPSD9 schools follow School Board Policies GBEB, GBEB-AR, JHCC, JHCC-AR.</li> <li>EPSD9 schools work closely with the Local Public Health Authority (LHA) and Jackson County Health and Human Services to coordinate and consult when making decisions.</li> <li>Principal Shehorn and Assistant Principal Bilden will be the point people at TRE to establish, implement, and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements. This information is shared with whole staff through weekly newsletters.</li> <li>A process is in place for staff to share concerns, named or anonymously, using a Google form – concerns will be reviewed and responded to daily and weekly by the building point people.</li> <li>Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, or our LHA.</li> <li>All students will be screened by staff, visually and with a temporal temperature, prior to entering the school.</li> <li>Staff have been trained to monitor symptoms and report if they or others are showing or experiencing them.</li> <li>Potentially symptomatic students will be isolated following guidance outlined in 1i.</li> <li>EPSD9's and our Prevention and Planning, Response, and Recovery and Reentry Protocols are outlined in sections 3a, 3b, and 3c.</li> <li>Systematic disinfection of our school spaces will occur and is outlined in sections 2h, 2j, and 3c.</li> <li>Valerie Shehorn and/or Elizabeth Bilden are to report and investigate clusters of illnesses and symptoms to the EPSD9 District COVID Team.</li> <li>Contract tracing logs will be maintained and will be kept for a minimum of four weeks at our site to assist the LHA as</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li>☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li>☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> <li>• See supplemental guidance on LPHA/school partnering on <a href="#">contact tracing</a>.</li> <li>• Refer to <a href="#">OHA Policy on Sharing COVID-19 Information</a></li> </ul> </li> <li>☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</li> <li>☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li>☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in <a href="#">ODE's COVID-19 Weekly School Status</a> system.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p>needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i.</p> <ul style="list-style-type: none"> <li>• All itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site to assist the LHA as needed for each student and each cohort as is outlined in sections 1i, 2e, and 2i.</li> <li>• Protocol will be shared with staff for student's entry prior to on-site learning.</li> <li>• A district wide training covering the ODE Ready Schools, Safe Learners guidance and the Eagle Point School District 9 Schools Operational Blueprint will occur prior to on-site learning.</li> <li>• Medical staff providing support and resources to the district's and our school's policies and planning include Deborah Hornbacher, BSN, RN (EPSD9 nurse), and Terry Keesling, Chief Operation Officer at Rogue Community Health. Our plan follows the ongoing guidance from Jackson County Health and Human Services, and will be submitted to Jackson County Public Health, our LHA.</li> <li>• Each staff member will check in to each area of the school they enter for the purpose of contact tracing. Students contact tracing will take place through our student information system.</li> <li>• Our staff has been trained on health protocols and will continue training throughout the school year.</li> <li>• Our staff was trained on sections 1-3 during in-service weeks along with updates during staff meetings and in weekly communication newsletters.</li> <li>• Custodial team will disinfect classrooms, office spaces, bathrooms daily, and high touch areas throughout the school day; Each playground zone will have its own equipment and will be disinfected daily. (section 2g); Cafeteria tables will be disinfected between cohort use</li> <li>• Principal Shehorn or designee will complete and submit student counts in ODE's COVID-19 Weekly School Status system.</li> <li>• Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>• Student contract Tracing system will take place through our Student Information System.</li> <li>• TRE will follow the district COVID Illness Protocol</li> </ul>

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <ul style="list-style-type: none"> <li>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</li> </ul>	<p>All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member. We will serve students in high-risk population(s) whether learning is happening through On-site, Hybrid or Comprehensive Learning models.</p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input checked="" type="checkbox"/> Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</a></p> <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the <a href="#">Oregon School Nurses Association</a>.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	<p>parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher at least two times per week.</p> <ul style="list-style-type: none"> <li>• Students who experience disability will continue to receive specially designed instruction. Students with language services will continue to receive English Language Development.</li> <li>• Administration will meet with SBHC team and district nurse as needed to collaborate and support high risk students.</li> <li>• 504 coordinator and case managers will collaborate with SBHC team and district nurse as needed regarding needed accommodations.</li> </ul>



### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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 <b>use of all space</b> in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.               <ul style="list-style-type: none"> <li>• Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</li> </ul> </li> <li><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><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.</li> <li><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).</li> <li><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.</li> <li><input checked="" type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom capacity has been determined by establishing a minimum of 35 square feet per person in each learning space. This standard also applies for professional development and staff gatherings.</li> <li>• Extra furniture will be removed and stored to make as much usable space within the classroom and common learning spaces.</li> <li>• Seating will be assigned to maximize physical distancing and minimize physical interaction.</li> <li>• Classroom set ups will allow for some ability for the educators to move around the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</li> <li>• Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods.</li> <li>• Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible.</li> <li>• Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas.</li> <li>• Time standing in lines will be minimized.</li> <li>• TRE has schedule modifications such as staggered start and end times, staggered meal times, etc. as one way to limit the number of students in the building or in an area at one time. (see 2e)</li> <li>• Staff should maintain physical distancing during all staff meetings and conferences or meet virtually. Majority of staff meetings will take place virtually. Staff shall also not congregate together for breaks or meals.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.               <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week<sup>4</sup>, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.</li> <li><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input checked="" type="checkbox"/> Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> </ul>	<p><b>Daily Logs</b></p> <ul style="list-style-type: none"> <li>• Staff assigned to each classroom will maintain a daily log of students in the classroom using our student information system for the purpose of contact tracing (see section 2e Logs for Contact Tracing) and will screen for symptoms.</li> </ul> <p><b>Cleaning and Hygiene</b></p> <ul style="list-style-type: none"> <li>• All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be disinfected daily, mid-day and at the end of the day.</li> <li>• Drinking fountains will be covered and students will provide their own refillable water bottle and/or water will be provided for them.</li> <li>• Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> <li>• Shared objects will be limited as much as possible and cleaned between uses.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards<sup>5</sup>, and peers.</li> <li>☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> <li>☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings and professional development we will be held in a room where a minimum of 35 square feet per person is available or will be conducted virtually.</li> <li>• Staff will regularly wipe down surface areas when student's change seating placements</li> </ul> <p><b>Cohorts</b></p> <ul style="list-style-type: none"> <li>• Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 contacts within the educational week.</li> <li>• TRE will plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li>• TRE will minimize interaction between students in different stable cohorts by scheduling student access to common areas. (e.g., access to restrooms, activities, common areas).</li> </ul> <p><b>Grade level Cohorts</b></p> <ul style="list-style-type: none"> <li>• Classroom number cohorts.</li> <li>• Grade level partner classes for common areas such as cafeteria and playground zones to ensure multiple cohorts do not exceed a total of 100 student contacts within the educational week.</li> <li>• Square Footage of the classrooms support physical distancing.</li> <li>• Grade level learning lab cohort: depending on the number of students present in the classroom each day, an Instructional Assistant will provide pull out support.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(d) and (e)</a>.</li> <li>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> <li>• OSHA has developed a <a href="#">model notification policy</a>.</li> </ul> </li> </ul>	<p>Prior to on-site learning and/or hybrid instruction, the District COVID Response Team will communicate the infection control measures that are being implemented to prevent the spread of the disease.</p> <ul style="list-style-type: none"> <li>• Disease control measures will continue to be shared throughout the year in periodic intervals.</li> <li>• The District COVID Response Team will develop protocols for communicating with students, families, and staff: <ul style="list-style-type: none"> <li>○ What to do if you suspect you or your family members may be symptomatic?</li> <li>○ What to do if in close/sustained contact with a confirmed case? The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer) collectively. How does the district respond when a new case has been confirmed?</li> </ul> </li> <li>• Updated communication will be shared with families and staff at least monthly or as updated information is available.</li> <li>• Protocols and information will be available on the EPSD9 and our school's website.</li> <li>• Information will be made available in languages and formats accessible to the school community.</li> </ul>

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



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.</li> <li>☒ Provide all information in languages and formats accessible to the school community.</li> </ul>	

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>• Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</a></li> <li>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</li> <li>☒ 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.</li> </ul>	<p><b>Screening on Entry</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• TRE will follow the LHA’s advice on restricting any student or staff known to have been exposed (e.g., by a household member) to COVID-19 following our districts COVID-19 Illness Protocol or doctor recommendation.</li> <li>• Staff are required to report to their supervisor when they may have been exposed to COVID-19 or have symptoms related to COVID-19.</li> <li>• All students will be visually screened for symptoms on entry to bus and school buildings every day.</li> <li>• Parents will be asked to report actual symptoms when calling in students who are sick as part of communicable disease surveillance.</li> <li>• Transportation specific screening protocols will be followed (see section 2i).</li> <li>• Staff will not screen other staff.</li> </ul> <p><b>Screening Students:</b></p> <ul style="list-style-type: none"> <li>• Support staff will visually screen students along with a temporal temperature screening before entering campus.</li> <li>• The classroom teacher or instructional assistant will conduct a visual screen for the appearance of symptoms.</li> <li>• When the screening indicates that a student may be symptomatic, the student is directed to the CARE room. *Follow established protocol from CDC and LHA.</li> </ul> <p><b>Hand Hygiene on Entry</b></p> <ul style="list-style-type: none"> <li>• All people entering the building shall wash or sanitize hands on entry to school buildings every day.</li> <li>• Hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.</li> </ul> <p><b>Symptomatic Staff and Students</b></p> <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance). They must remain home following our districts COVID-19 Illness Protocol or doctor recommendation.</li> <li>• Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p><b>Existing Conditions</b></p> <ul style="list-style-type: none"> <li>We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.</li> </ul>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li><input checked="" type="checkbox"/> Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</li> <li><input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li><input checked="" type="checkbox"/> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-essential visitors/volunteers will be unable to work at TRE, or complete other volunteer activities that require in-person interaction, at this time.</li> <li>• Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel RPP Volunteers, etc.) only.</li> <li>• Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors.</li> <li>• Adult visitors may include parents/guardians for IEP/504 meetings or specific pre-planned meetings with school staff. These visitors will not be permitted in the classroom with students. Virtual meetings will be prioritized.</li> </ul> <p>Essential personnel/volunteers/visitors are required to:</p> <ul style="list-style-type: none"> <li>• Wash or sanitize their hands upon entry and exit to the district’s buildings.</li> <li>• Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.</li> <li>• Wear a face covering, maintain six feet of physical distance between themselves and others and adhere to all other provisions required by the district.</li> <li>• TRE will utilize “no touch” sign in for students, staff and visitors or, if this is not available, then the sign- in area will be disinfected between uses.</li> <li>• TRE will have hand sanitizer and face coverings available for guests and visitors.</li> <li>• Front office staff will visually screen visitors for symptoms upon entry into the building.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</li> <li><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</li> <li><input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>. Face shields are an acceptable alternative when a student has a</li> </ul>	<p>Face Shields and Barriers:</p> <ul style="list-style-type: none"> <li>• Face coverings or face shields will be provided for all TRE 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. <ul style="list-style-type: none"> <li>○ Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</li> </ul> </li> </ul>

**OHA/ODE Requirements**

medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.

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

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

- ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  - Offering different types of face coverings and face shields that may meet the needs of the student.
  - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
  - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
  - Additional instructional supports to effectively wear a face covering.
- ☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
  - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.

**Hybrid/Onsite Plan**

- All students in grades Kindergarten through 5th grade will wear face coverings or face shields following CDC guidelines Face Coverings at school, both indoors and outdoors:
  - Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, or when people need to see mouth and tongue motions in order to communicate.
- If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the teacher will:
  - 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.
  - Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option; however, additional provisions apply to students protected under ADA and IDEA
- Our District Nurse 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.

**Protections under the ADA or IDEA:**

- If any student requires an accommodation to meet the requirement for face coverings, EPSD9 will work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure.
- For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, EPSD9 will not deny access to On-Site instruction. Families will be provided with the Face Shield Accommodation document
- TRE will comply with the established IEP/504 plans.
- TRE 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, TRE will limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>2. Not make placement determinations solely on the inability to wear a face covering.</li> <li>3. Include updates to accommodations and modifications to support students in plans.</li> <li>• For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ul style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> <li>• If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,</li> <li>• If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.</li> </ul> </li> <li>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</li> </ul> </li> </ul> <p>☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

**1i. ISOLATION AND QUARANTINE**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 TRE.</li> <li>• TRE staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, 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.</li> <li>• A primary isolation area (CARE Room) will be designated for symptomatic staff and students at all sites. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas (CARE Rooms) will be identified in collaboration with the District Nurse and site administrator.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs.</li> </ul> <p>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>• School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual shall wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p>☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">“Planning for COVID-19 Scenarios in Schools.”</a></p> <p>☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p>☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p>☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Exposed or Symptomatic Students and Staff</p> <ul style="list-style-type: none"> <li>• Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by the District Nurse, other school-based health care provider or school staff until they are able to go home.</li> <li>• Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> <li>○ School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</li> <li>○ 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.</li> <li>○ If able to do so safely, asymptomatic individuals should continue to wear a face covering.</li> <li>○ 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.</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> <li>• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. They must remain home following our district’s COVID 19 Illness Protocol or doctor recommendation.</li> <li>• TRE will record and monitor the students and staff being isolated or sent home for the LHA review.</li> </ul>



## 2. Facilities and School Operations



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

## 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li>☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:               <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>• If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li>☒ 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.</li> <li>☒ 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.</li> </ul>	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <ul style="list-style-type: none"> <li>• Students and families will be given the option to enroll in On-site, Hybrid learning or off-site/online only learning based upon ODE metrics for re-opening.</li> <li>• Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.</li> </ul> <p>No student will be dropped for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> <li>• Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19.</li> <li>• Have COVID-19 symptoms and following our district’s COVID 19 Illness Protocol or doctor recommendation.</li> <li>• The EPSD9 attendance policy will account for students who do not attend in-person due to student or family health and safety concerns. See 2b.</li> </ul> <p>Enrollment:</p> <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>• If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> <li>• Students absent beyond 10 days and meeting the criteria for continued enrollment will continue to be marked absent and days will be counted in cumulative ADM reported</li> <li>• Students not attending for 10 days or more will be referred by teachers following school referral process for follow up by Student Services. Attendance team will review weekly attendance reports and make referrals for follow-up. Follow up includes phone calls, home visits and engagement letters</li> <li>• When notified a student has enrolled at another school, office team will and to withdrawal sheet for Student Services follow-up/verification of enrollment</li> <li>• Students not attending in-person will follow school/district procedures for CDL attendance</li> <li>• TRE will follow our quarantine procedures for connecting with in-person students who are out for a pre-excused or COVID absence. The includes asynchronous core activities and weekly virtual check-ins with teacher or paraprofessional.</li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li>☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li>☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</li> <li>☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</li> <li>☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</li> </ul>	<p>Attendance will be taken daily, five time per week for Grades K-5 for all students enrolled in school regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</p> <ul style="list-style-type: none"> <li>• Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed and facilitated processes.</li> <li>• TRE will promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness.</li> <li>• When in CDL, Interaction can be evidenced by any of the following or reasonable equivalents: <ul style="list-style-type: none"> <li>○ Participating in a video class;</li> <li>○ Communication from the student to the teacher via chat, text message or email;</li> <li>○ A phone call with the student, or, for younger students, with the parent;</li> <li>○ Posting completed coursework to a learning management system (Canvas) or web-based platform (Seesaw, Google Classroom) or via email; or</li> <li>○ Turning in completed coursework on a given day.</li> </ul> </li> <li>• TRE teachers will use school procedure for making referrals to Student Services regarding attendance concerns.</li> <li>• TRE admin will monitor attendance and follow attendance procedures for communicating with families.</li> <li>• Designee will report increases in absences to Supervisor of Student Services, Phil Ortega.</li> <li>• EPSD9 will provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</li> </ul>

## 2c. TECHNOLOGY

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

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>• EPSD9 will review technology policies and data privacy policies with all stakeholders.</li> <li>• EPSD9 will continue technology support services for families with translation services to meet the needs of all.</li> <li>• EPSD9 will issue loaner iPads as needed for students with broken devices.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</li> </ul>	<p>TRE students, staff and parents will be trained on hygiene procedures and practices. Follow up trainings and reminders will be provided throughout the school year.</p> <p>Handwashing:</p> <ul style="list-style-type: none"> <li>• All students and staff will have access to hand washing or use of hand sanitizer before meals and snacks</li> <li>• All students will have access to hand wash after restroom use.</li> <li>• Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present.</li> </ul> <p>Equipment:</p> <ul style="list-style-type: none"> <li>• All classroom supplies, playground equipment, not including play structure (to CDC standards) and PE equipment will be cleaned and sanitized daily.</li> </ul> <p>Events:</p> <ul style="list-style-type: none"> <li>• Field trips will be postponed or canceled.</li> <li>• When it is safe to have field trips, they will be reviewed individually by the principal in consultation with the district office and will need to meet physical distancing, safety precautions and ensure proper supervision.</li> <li>• All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.</li> </ul> <p>Transitions/Hallways:</p> <ul style="list-style-type: none"> <li>• Hallway traffic direction marked to show travel flow.</li> <li>• Lining up will be limited and used only when necessary, physically distanced, and visibly marked when applicable.</li> </ul> <p>Personal Property:</p> <ul style="list-style-type: none"> <li>• Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, books, etc.)</li> <li>• If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</li> </ul>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.               <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ 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.</li> </ul>	<p>Contact Tracing Protocol:</p> <ul style="list-style-type: none"> <li>• Our Student Information System will serve to facilitate contact tracing for the initial start of the day.               <ul style="list-style-type: none"> <li>○ Students arriving late or leaving early will be recorded in the student information system including times;</li> <li>○ Students arriving late will still be screened prior to entering classrooms.</li> </ul> </li> </ul> <p>Arrival of all Students and Cohorts:</p> <ul style="list-style-type: none"> <li>• Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival procedures.</li> <li>• 6ft distance marking are placed in the arrival area to support distancing</li> <li>• TRE will work with Transportation to determine student staggered drop off times as needed. This will also be clearly communicated to parents/guardian. The need to keep drop-off interactions as brief as possible will also be shared with families.</li> <li>• Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.</li> <li>• Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> <li>• Specific areas will be marked to designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</li> </ul> <p>Dismissal:</p> <ul style="list-style-type: none"> <li>• Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during dismissal procedures. Students will remain in their assigned cohort at the end of the day until released by cohort.</li> <li>• 6ft distance marking are placed in the dismissal area to support distancing</li> <li>• Upon release, all students in the cohort will go directly to their bus or departure point from campus.</li> <li>• For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision.</li> <li>• TRE will work with Transportation to determine student staggered pick up times. This will also be clearly communicated to all of the school's parents/guardian. The need to keep pick-up interactions as brief as possible will also be shared with families.</li> <li>• Specific areas will be marked at TRE to designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</li> <li>• TRE has established a protocol for students whose parent/guardian are late picking them up.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</li> </ul>	<p><b>Seating:</b></p> <ul style="list-style-type: none"> <li>• Classroom layout will allow for desks/tables to be at least 35 sq. ft apart and students will be assigned to the same seat at all times.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li>☒ <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If multiple students sit in a seat/area, it will be sanitized after each use.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Each classroom will limit sharing of community supplies when possible or will be sanitized after each use (e.g., scissors, pencil sharpener, pencils, etc.).</li> <li>• Hand sanitizer and tissues will be available for use by students and staff.</li> <li>• Each student will have his/her own iPad for instructional materials. Students will be trained in only using their own materials (paper/pencil).</li> </ul> <p><b>Handwashing:</b></p> <ul style="list-style-type: none"> <li>• Students will be reminded (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</li> <li>• Hands should be washed with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ 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</li> </ul>	<ul style="list-style-type: none"> <li>• Playground(s) will remain closed for public use. Schools will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered schedule throughout the school day.</li> <li>• Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.).</li> <li>• After using the restroom, students will wash hands with soap and water for 20 seconds. Soap is available to students and staff in restrooms and classrooms</li> <li>• Before and after using playground equipment, students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li>• Cleaning requirements will be maintained (See section 2j).</li> <li>• Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc..</li> <li>• Staff rooms, common staff lunch areas, and workspaces will be limited to 35 sq ft per person, maintaining six feet of distance between adults.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	

### 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.</li> <li>☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.</li> <li>☒ Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> <li>☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.</li> </ul>	<p>Sodexo and Eagle Point School District 9 will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with Federal requirements for meals.</p> <ul style="list-style-type: none"> <li>• TRE included meal service (Sodexo) team in planning for in-person meals and snack services meeting all guidelines</li> <li>• Health and safety standard protocols will be followed by staff.</li> <li>• Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance.</li> <li>• Face coverings and gloves will be required for Food and Nutrition Services workers and other staff at all times when serving food and cleaning or sanitizing an item or surface.</li> <li>• Cafeteria tables will be disinfected between cohort use</li> <li>• All students must wash or sanitize hands prior to meals and should be encouraged to do so after. If possible, this should be done in the classroom. If not, student hand sanitizer is available in the cafeteria.</li> <li>• Students will eat breakfast in their classroom and snack either in their classroom or outside. Students will eat lunch in the cafeteria or gym with their cohort groups, or in their classroom.</li> <li>• Physical distancing requirements will be maintained in transit.</li> <li>• If students pick up food, touch-points in the cafeteria will be sanitized between stable cohorts.</li> <li>• Transported trays/carts will be sanitized between deliveries to stable cohorts.</li> <li>• Students will not share food, utensils, or other items during meals.</li> <li>• Since staff must remove their face coverings during eating and drinking, staff will eat in their room, outside picnic tables or in the common staff lunch area, and will be limited to 35 sq ft per person, maintaining six feet of distance between adults.</li> </ul>

### 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.</li> <li>☒ 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.</li> </ul>	<p>This plan has been created in conjunction with our EPSD9 Transportation team.</p> <ul style="list-style-type: none"> <li>• Bus drivers are required to wear face coverings or facial shields when not actively driving and operating the bus. If a driver chooses a face shield, the shield may be lifted when driving, but face covering must remain on.</li> <li>• Each bus driver/staff will be required to: <ul style="list-style-type: none"> <li>○ Follow entry and screening procedures (training will be provided by the District Nurse).</li> <li>○ Remind all students in grades Kindergarten and up to follow CDC guidelines by wearing face coverings or face shields.</li> <li>○ Staff must use hand sanitizer (containing between 60-95% alcohol) or new gloves in between helping each child and when getting on and off the vehicle.</li> </ul> </li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> </ul> </li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li>☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li>☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li>☒ Face coverings for all students, applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings. This prevents eating while on the bus.</li> <li>☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Visually screen students for illness.</li> <li>• If a student displays COVID-19 symptoms, a face shield or face covering will be provided if they are not already wearing one and student will be seated in the first row of the bus, and windows will be opened if feasible.</li> <li>• Continue transporting the student.</li> <li>• If arriving at school, notify staff to begin isolation measures.</li> <li>• If transporting for dismissal and the student displays an onset of symptoms, the driver will notify the school office.</li> <li>• Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li>• Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li>• Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces of the bus (see section 2j).</li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</li> <li>☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</li> <li>☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li>☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the</li> </ul>	<ul style="list-style-type: none"> <li>• All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned daily with ALPHA HP or Virex.</li> <li>• Each playground zone will have its own playground equipment (e.g., balls, jump ropes, etc.) that will be disinfected at least daily in accordance with CDC guidance.</li> <li>• Disinfectants will be applied safely and correctly following labeling direction as specified by the manufacturer.</li> <li>• To reduce the risk of asthma, disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds have been chosen.</li> </ul> <p><b>Operations of Outside Air</b></p> <ul style="list-style-type: none"> <li>• Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our newer schools we have digital controls to set and monitor outside air intake, as well as CO2 levels in the buildings. We also have manual dampers on</li> </ul>



OHA/ODE Requirements	Hybrid/Onsite Plan
<p>extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)</p> <ul style="list-style-type: none"> <li>☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</li> <li>☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.</li> <li>☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li>☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li>☒ Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<p>some of the older systems that are set at 75% open when the unit is in operation, with no adjustment needed. *Filters currently in use are a Merv 7 filter and will be changed to a Merv 8 filter to assist in the removal of particles from the air stream at least 3 times per year.</p> <p>Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>)</p>

### 2k. HEALTH SERVICES

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

**2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <p><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> <p><b>Exception</b> K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <b>Ready Schools, Safe Learners</b> guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li><input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.</li> <li><input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</li> <li><input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:             <ul style="list-style-type: none"> <li>• Limit travel to essential functions.</li> <li>• Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul> </li> <li><input type="checkbox"/> Any boarding students newly arriving to campus will either:             <ul style="list-style-type: none"> <li>• Complete a quarantine at home for 14 days* prior to traveling to the school, OR</li> <li>• Quarantine on campus for 14 days.*</li> </ul> </li> </ul> <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>Not applicable for our school.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Student transportation off-campus is limited to medical care.	

### 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. <input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.	<b>Supporting Students Who Are Dysregulated, Escalated, and/or Exhibiting Self-Regulatory Challenges</b> <ul style="list-style-type: none"> <li>TRE staff will utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</li> <li>TRE staff will take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li>TRE staff will be proactive in planning for known behavioral escalations and adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> <li>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>• Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>• Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>• Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>• Maintain student dignity throughout and following the incident.</li> <li>• Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <li>☒ 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.</li>	<ul style="list-style-type: none"> <li>• TRE staff will establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</li> <li>• Principal Shehorn will ensure a team of staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>• Principal Shehorn will ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> <li>• TRE staff will plan for the impact of behavior mitigation strategies on public health and safety requirements.</li> </ul> <p><b>If staff need to intervene for student safety, staff should:</b></p> <ul style="list-style-type: none"> <li>• Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> </ul> <p><b>If student engages in behavior that requires them to be isolated from peers and results in a room clear:</b></p> <ul style="list-style-type: none"> <li>• Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>• Ensure physical distancing and separation occur, to the maximum extent possible. Use empathetic and calming verbal interactions (E.g. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log. *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> <p><b>If student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior) and staff need to intervene for student safety, staff will:</b></p> <ul style="list-style-type: none"> <li>• Maintain student dignity throughout and following the incident.</li> <li>• Use empathetic and calming verbal interactions (E.g. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>• Wash hands after a close interaction</li> <li>• Note the interaction on the appropriate contact log.*</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <ul style="list-style-type: none"> <li>TRE staff will ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</li> </ul>

### 2o. PROTECTIVE PHYSICAL INTERVENTION

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



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>EPSD9 has established a District COVID Response Team which includes at minimum the District Nurse, Supervisor of Student Services and the Director of Teaching and Learning and Special Education with defined team member roles and contact information.</p> <p>Phil Ortega, Facilitator, 541-830-6601            Elizabeth Bilden, TRE Assistant Principal, 541-830-6283            Daniel Flagg, WMMS Teacher, 541-830-6315            John Harding, Maintenance Supervisor, 541-830-6377            Melody Hill, Transportation Department 541-830-1245            Deborah Hornbacher, District Nurse, 541-951-6955            Britt Humphrey, EPHS Counselor, 541-830-6669            Kasey McNulty, EPSD9 Athletic Supervisor/EPHS Facilities Supervisor, 541-8306644            Joni Parsons, Director of Teaching &amp; Learning and Special Services, 541-830-6565            Ryan Swearingen, Director Human Resources, 541-830-6558            Scott Whitman, Director Business Services, 541-830-6559</p> <ul style="list-style-type: none"> <li>EPSD9 will share District COVID Response Team member names and contact information with LHA.</li> <li>EPSD9 will identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time.</li> </ul> <p><b>TRE will notify the District COVID Response Team Facilitator and District Nurse when rates reach threshold.</b></p> <ul style="list-style-type: none"> <li>The Facilitator and District Nurse will review data, evaluate illness symptoms for absenteeism, and notify LHA if COVID-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff.</li> <li>The Facilitator and District Nurse will notify the Site Administrator, Superintendent and Directors of findings.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>The Facilitator, District Nurse, Director, and Site Administrator will collaborate with LHA and follow their direction to determine next steps which may include: <ul style="list-style-type: none"> <li>Parent/guardian communications</li> <li>Potential exposure notifications</li> <li>Temporary student exclusions</li> <li>Temporary school or cohort exclusions</li> <li>Modification or cancellation of school events</li> <li>School closure</li> </ul> </li> <li>The LHA will recommend in-person school closures or restrictions, as they learn about new cases.</li> </ul>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Continue to provide meals for students.</li> </ul>	<p><b>In response to an outbreak of COVID, TRE and AAP will follow the District Communicable Disease Plan, collaborate with LHA, and follow LHA guidance.</b></p> <ul style="list-style-type: none"> <li>In the event of a closure, TRE will initiate short-term school closure with Distance Learning for All and continued food services.</li> <li>TRE events will be modified, postponed, or cancelled as coordinated with the LHA.</li> <li>The District COVID Response Team with the District Nurse and LHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume.</li> </ul> <p><b>For Suspected or Known Individual or Family COVID-19 Cases:</b></p> <ul style="list-style-type: none"> <li>The District COVID Response Team Facilitator and the District Nurse will be immediately notified by TRE and/or AAP or via LHA.</li> <li>If notified by TRE and/or AAP, the District COVID Response Team Facilitator or District Nurse will contact family and health care provider, if appropriate, to gather data and contact LHA.</li> <li>If notified by LHA, the District COVID Response Team Facilitator or District Nurse will notify Site Administrator and Superintendent, and collaborate with LHA, providing log sheets, attendance information, and potential contact information to LHA following their direction.</li> <li>Every effort will be made to maintain student confidentiality.</li> </ul> <p><b>For Regional Impact</b></p> <ul style="list-style-type: none"> <li>The District COVID Response Team inclusive of District Nurse, Supervisor of Student Services, Director of Teaching and Learning and Special Education, and Superintendent will collaborate with LHA to determine and address any steps needed under the direction of the LHA.</li> </ul>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC</a></li> </ul>	Plans for hybrid learning and off-site only learning will allow TRE to move to off-site distance learning in the event of school closure.



OHA/ODE Requirements	Hybrid/Onsite Plan
<p><a href="#">guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p><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>	<p>TRE will review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</p> <ul style="list-style-type: none"> <li>• If school closure is advised by the LHA, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes.</li> <li>• TRE will follow LHA guidance regarding the return of students and staff for on-site instruction.</li> <li>• TRE will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening.</li> <li>• TRE will consult with LHA for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.</li> <li>• 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.</li> </ul>



## 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>