OREGON DEPARTMENT OF EDUCATION

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FOUR CREEKS SCHOOL

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	FOUR CREEKS SCHOOL, Multnomah Education Service District
Key Contact Person for this Plan	KARI SANDERS/PRINCIPAL
Phone Number of this Person	541-260-4456
Email Address of this Person	ksanders@mesd.k12.or.us
Sectors and position titles of those who informed the plan	Kari Sanders/School Principal Kate Dickinson/TOSA Jonathan Scott/Behavior Consultant & Intake Coordinator Eboni Weber/Teacher Robert Wallace/Teacher Nicole Lendo/Teacher Connie Clayton/Teacher Tiffany Gomez/Teacher Alexis Hennessey/Behavior Consultant Kelly Hall/SLP Tess Sorenson/OT Cynthia Niedermeir/Administrative Assistant

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

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

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

	Nicole Jones/Administrative Assistant Danielle Fanelli/School Psychologist Sherrie Poujade/RN Aileah Carlson/RN Charles Lawrence/Educational Assistant Chris Burns - Portland Public School District Administrator Mary Pearson - David Douglas Special Education Director Patrick O'Brien - Centennial School District TOSA Donna Ravenberg - Gresham Barlow School District Special Education Teresa Pitts - Reynolds School District Special Education Administrator Cody Gion - Gresham School District Special Education Administrator
Local public health office(s) or officers(s)	Multnomah County Health Department Multnomah ESD School Health Services
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kari Sanders/Principal
Intended Effective Dates for this Plan	August 15, 2020 - June 30, 2021
ESD Region	Multnomah Education Service District

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.

Stakeholder Surveys (June 2020) - Four Creeks Survey link sent to families via email.

Four Creeks June Family Survey Results:

Survey Item	Choices	Percentages
Comfortable with child wearing mask	Very Mostly Not Comfortable	16.67% 41.67% 41.67%
Comfortable returning to the school building	Very Mostly A Little Not Comfortable	33.33% 41.67% 25% 0%
Hybrid preferences	Attend on site specific days/distance other days	90.91%
Requested additional supports	Variety of instruction options Social Activities Easier progress monitoring More related services Parent Training Student virtual activities/clubs	63.64% 54.55% 36.36% 36.36% 27.27% 18.18%

Access to a device	Yes	41.67%
Access to Internet	Yes	91.67%

- June 17, 2020: Review Blueprint Template
- June 18, 2020: Convene 2020-21 Re-Opening Schools Planning Committee
- June 22, 2020: Convene 2020-21 Re-Opening Schools Planning Committee
- June 22, 2020: ODE Blueprint Plan Training
- June 22, 2020: Facilities walk-through to verify space measurements and to complete physical distancing spacing.
- June 24, 2020: Convene 2020-21 Re-Opening Schools Planning Committee
- June 24, 2020: PPE school supply list sent to School Health Services Department
- June 24, 2020: Meeting with MESD Coordinators to review school plan progress
- July 7, 2020: Community Based Organization Zoom Feedback Session
- July 8, 2020: Review Blueprint for submission
- July 8, 2020: Share DRAFT One with MESD Communications for publishing on website

Draft v1 Plan Published with Feedback Form (July 9, 2020).

July 13, 2020: Develop survey for Family Polling Calls

July 27, 2020: Optional Classroom Teacher Input Meeting

July 22-August 1, 2020: Phone surveys to all families

Stakeholder Survey (July 2020) - Knott Creek Survey link sent to staff and families via email.

Stakeholder Survey (July 2020) - Four Creeks Survey link sent to staff via email.

July Staff Survey Results:

Survey Item	Who/Answers	Percentages
Staff respondents	62 completed survey	NA
Staff repondsent breakdown	Educational Assistants Teachers Multi-site staff Building specific support staff	60.7% 18% 12.5% 9.8%
Internet access	Yes	96.7%
Device access	Yes	91.8%
Comfortable returning to the building	Yes No Unsure	48% 37% 14%
HIghest level of concern	Enforceability of social distancing & mask wearing Lack of student engagement online Immunodeficiency concerns for self/family/roommates Safety care concerns Having proper & enough PPE	

	Concerns with student behavior such as spitting/biting Not having enough sick leave if exposed/infected	

Draft v1 Plan Published with Feedback Form (July 9, 2020)
Stakeholder Phone Survey Phone Calls (July 2020) - Four Creeks Family Survey phone calls made by staff.

July Family Survey Results:

Survey Item	Choices	Percentages
Aware of new mask requirement	Yes	74.3%
Plan for student return to the school building	Yes No Unsure	65.7% 8.6% 25.7%
Fall instruction preferences	In person Hybrid Distance Homeschool	42.9% 25.7% 5.7% 2.9%
Greatest barrier to distance learning	Student Supervision/Child Care Internet access Device access Food availability/access	41.9% 19.4% 25.8% 25.8%
Other school-aged children	Yes	68.6%

Draft v2 Plan Published with Feedback Form (August 3, 2020)

August 3, 2020: DRAFT Two published on MESD website
August 7, 2020: Convene 2020-21 Re-Opening Schools Planning Committee for final review
August 12, 2020: Submit Final Plan to Director of Student Services/Assistant Superintendent and Coordinators
August 13, 2020: Director of Student Services share plans with Cabinet
August 14, 2020: Coordinators submit plans to ODE and Multnomah County Health
August 17, 2020: FINAL Plan published on MESD website
August 24, 2020: First Day Back with Staff
September 1, 2020: First Day Back with Students / School and Instruction Resumes
September 1-11: Staff/Student/Family Distance Learning Training

September/October/November 2020: Review state matrix and revise Blueprint as needed

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.
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.

On July 28, 2020, Oregon Department of Education released updated guidance in coordination with the Oregon Health Authority and the Oregon Governor's office. This guidance provides specific state and county-wide metric requirements for in-person and/or hybrid instruction to occur. Until those metrics are met on a regional and state level, by necessity, we will provide instruction using Comprehensive Distance Learning. This means that we will begin the school year on September 1st in distance learning mode. When OHA and ODE requirements are met in Multnomah County and Oregon, we will move into a hybrid model approximately two weeks after the indicators are met.

Four Creeks School will begin the 2020-21 school year with a Comprehensive Distance Learning Model in response to the Oregon State Governor and Oregon Department of Education guidance. Four Creeks is located within Multnomah County. As per the state guidance to open for full- or part-time in-person learning in all grades, schools in each county would have to meet these metrics for three weeks in a row:

- The state testing rate must remain at or below 5%.
- The county must have 10 or fewer new cases per 100,000 residents over seven days.
- The countywide test positivity rate must be 5% or less over that same time period.

Oregon and Multnomah County are not currently meeting these metrics.

Four Creeks School is a K-7 school. We will be also following the state guidance provided for possible on-site instruction for our K-3 students when the following metrics have been met:

- Fewer than 30 cases per 100,000 over seven days.
- Test positivity of 5% or less or seven days
- COVID-19 is not actively spreading in the school community

Oregon and Multnomah County are not currently meeting these metrics. The chart below shows the current COVID-19 numbers for Multnomah County:

Date	Cases per 100,000	Positivity Percent
7/6/2020	48.8	5.6%
7/12/2020	72.2	6.2%
7/19/2020	55.2	5.7%
7/26/2020	63.0	5.3%

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

Our goal is to transition to a hybrid/fully in person instructional model as soon as it is safe to do so. Until then we will be following the guidelines set forth by ODE for Comprehensive Distance Learning.

Our CDL model will be loosely based on our model developed in the Spring but with an increased alignment to standards, additional depth of instructional strategies and lessons, a greater focus on equity and additional support for families and students. Information about our Spring Distance Learning Model is available here.

Over the next couple of weeks we will be collaborating with our staff, students and families to fully address the needs of our students. Our finalized plan will be available on August 17th that will address all the logistical details.

In the meantime we would like to highlight a few key areas of support.

General Education Programming:

Online / Virtual Education

1. Teachers will maintain confidentiality of all student information.
2. All use of online materials will be monitored carefully to ensure the links provided go directly to the instructional area intended and do not have any possible connection to adult sites or content.
3. Teachers will follow ODE guidance in addition to student IEPs for instructional hours per grade level.
4. Teachers will use Google Classroom to post assignments.
5. Teachers will use Google Classroom or email to:
    - Communicate with students when and how they will be available.
    - Communicate instructional content and support.
    - Provide SDI as applicable.
6. Teachers will use Zoom and / or Google Hangouts to facilitate instruction with students and keep connections with families.
7. Teachers will use online educational programs in the academic areas.

Offline / Distance Education

1. Families are encouraged to utilize our online educational platforms during the 2020-21 school year. We will provide 1:1 devices for students, technology training for families and students and ongoing support throughout the school year.
2. For families that require offline instructional support, Instructional packets will be available for pick up or delivery on Fridays.
3. Teachers will connect with families over the phone and provide instructional support through phone calls.

Grading and Scoring

The Four Creeks will follow ODE's guidance regarding grades for all levels. Additional information will be included once it is provided to districts from ODE. Four Creeks will provide consistent and timely student feedback and documented assessment of learning toward state content standards. Staff will leverage formative assessment-practices to grow student's ability for independent learning.

Teachers will:

- Develop and implement an equitable grading policy.
- Progress monitor student learning, especially for younger students.
- Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
- Regularly report progress to students and families, in alignment with Division 22 requirements.
- Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

Learning Day, Instructional Schedule, and Academic Calendar:

Four Creeks will be following ODE guidance in all aspects of a student's learning day, instructional schedule and academic calendar. The following is an ODE chart for guidance:

Grade Levels	Teacher Facilitated Instruction	Applied Learning	Nutrition and Wellness	Culturally Responsive, Social Emotional, Mental Health
K-3	2 hours, 20 minutes daily 11 hours, 40 minutes weekly Educators have the professional skills to build life-long learning skills and foster curiosity, creativity, and	Daily/Weekly Opportunities to apply knowledge and skills builds mastery and critical thinking. Allow for students to apply	2 hours daily Includes breakfast, lunch, recess, breaks, check-ins, mindfulness, etc.	Incorporated throughout schedule Learning is possible and enhanced through a sense of community and connection. It will be cultivated during teacher

	connection. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets each being structured to focus on the learning target. Synchronous opportunities may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.	knowledge and skills that extend from the teacher-facilitated learning. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. While family support is important, applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning.		and staff instruction as well through teletherapy sessions with related services and behavior staff.
4-6	2 hours, 30 minutes daily 12 hours, 30 minutes weekly Educators have the professional skills to build life-long learning skills and foster curiosity, creativity, and connection. Educators have the professional skills to build life-long learning skills and foster curiosity, creativity, and connection. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets each being structured to focus on the learning target. Synchronous opportunities may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.	DailyWeekly Opportunities to apply knowledge and skills builds mastery and critical thinking. Allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. While family support is important, applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. knowledge and skills builds mastery and critical thinking.	2 hours daily Includes breakfast, lunch, recess, breaks, check-ins, mindfulness, etc.	Incorporated throughout schedule Learning is possible and enhanced through a sense of community and connection. It will be cultivated during teacher and staff instruction as well through teletherapy sessions with related services and behavior staff. Learning is possible and enhanced through a sense of community and connection.

Parent / Caregiver Inclusion

1. Teachers will send out weekly updates to families.
2. Teachers will keep parents / guardians informed of content and any links shared with students.
    - If parents say “no”, they’re refusing to have their kids attend → they’re not saying that they want to unenroll their kids.

- Staff will document that parents are unable to support their student in the home setting. They will also document and provide support virtually as much as the teacher is able.
- The principal will follow up with the guardian.

3. The Facebook page will provide a venue for communications via video or other messaging to all families several times a week.

Training for Four Creeks Staff: MESD will be scheduling virtual training for staff during the first week back from summer break. Training will be focused on delivering a Comprehensive Online Education, social/emotional learning, understanding and implementation of the CDC and ODE guidance on sanitizing, PPE and social distancing measures. Additional training will take place on Wednesdays to enhance and support staff in providing a Comprehensive Online Education and/or a Hybrid Model of Instruction.

Four Creeks Staff Communication:

Weekly Newsletter:
The principal will send out a Weekly Newsletter every Sunday night. This is a source of clear information in a format with which our staff has become very comfortable over the course of the last 3 years. During the school year, whether in a model of online, hybrid or on-site, it will provide updated information, expectations, meeting schedules, staff development, training opportunities and other information as needed.

Daily Emails:
The principal will send out staff emails daily and additional teacher specific emails to ensure open and transparent communication is happening. The PBIS facilitators are developing a system for regular, upbeat, encouraging emails to staff members throughout this closure time as well as sending out weekly PBIS Newsletter with staff shout-outs, ideas for self-care and wellness training opportunities.

Zoom Meetings:
The principal will schedule All Staff Meetings for each school on a weekly basis to check in, provide additional information, and provide a format for staff to ask any questions. The principal will also facilitate teacher / related services / TOSA meetings bi-monthly depending on the need. Additional meetings are being scheduled as needed and / or requested. Teachers will be facilitating classroom team meetings once a week to check in, discuss instruction and student progress and provide additional expectations as appropriate. This is also a format for team-building activities and staff wellness. The principal will facilitate meetings with the behavior team once a month and with the administrative assistants on a daily basis.

Staff Inclusion
All staff have been provided surveys from the principal and MESD to determine the needs of our staff. Questions related to internet and device access, areas they are interested in for staff development, areas of expertise they may want to share with others, what, if any, concerns or worries they might have and whether they would like a 1:1 check in with the principal or others. This will provide us information on the well-being of staff during a time of high anxiety.

Remind App
Four Creeks Remind Classroom was set up by the principal. This will be used to remind staff of meetings and to prompt them to check their email when important information has been emailed to them. Also, this will be used to send positive communication to keep staff upbeat and feeling supported. Teachers will also utilize this app for reminders to families.

Special Education Supports (SDI & Services)

Students with IEPs:

1. IEP meetings will be held with all required members using Zoom, Google Hangouts or a mutually agreed upon platform for parents to participate in the IEP.
2. Specially Designed Instruction (SDI) for students with IEPs, related services, such as Speech Language and English Learner services, will be provided remotely through online platforms or through Google Hangouts / Zoom / Cisco Webex instructional sessions for families that have access to online platforms.
3. For families who request it, SDI will be provided through instructional packets that will be picked up by families on Thursdays or delivered to the home if needed. Teachers will review the materials weekly via pictures sent by families to teachers.
4. PWNs will be provided for any alterations to the IEP service delivery.
5. All SDI will be tracked and recorded.

Staff will work with the Special Education TOSA and/or Assistant Principal to develop individualized plans if additional accommodations or modifications need to be made.

Equity Focus:
All family communication and training will be provided in the family's preferred languages. Four Creeks staff will work with families who are homeless and/or need additional support to ensure every student is provided a high quality education. Teachers will provide lessons that focus on various cultures and backgrounds as well as integrate into the daily instruction.

Privacy and Security:
We are working with CTA to ensure that our digital platforms and filters comply with FERPA, COPPA, CIPA, and OSIPA laws.

We are also developing plans in collaboration with CTA to ensure reliable Internet access for every student and every teacher.

Communication with Families:
Four Creeks Schools has an active Facebook page and the link has been provided to all stakeholders.. The principal will connect with families via video message an average of once per week. This platform is being used to share student and family resources such as food banks and district resources, free online learning sites, and virtual field trips.

Office Hours: Four Creeks administrators and teachers will be working from 8:00-4:00 daily. Office hours for additional questions and support will be determined by the individual staff member and communicated to families.

Training for Students and Families:
Four Creeks staff will schedule daily training options for students and families during the week leading up to school and the first two weeks of school to provide access that works with family schedules. Additional training will be scheduled throughout the year and on a case by case basis as needed. Two staff members will be available for technology support as needed.

Provision of Food Services for Students and Families:
The student's home school district will provide meals at identified sites within the school district boundaries. Four Creeks will support as needed.

Four Creeks will continue with the practice of sending home Food Bags for the week-ends on Fridays. Communication will be provided to families via the teachers, Facebook, emails and a letter from the principal.

One staff member from each building will pick up the food for the month from the Grocery Outlet and deliver it to the MESD Ainsworth building. Three to four staff members at each site then fill the grocery bags for each participating family on Thursday mornings prior to pick up. Families may drive through the parking lot, roll down the window of their vehicle and staff will hand them the food bags. Social distancing is enforced. Staff have been provided with gloves, masks and maintain safe social distance. If families are needing the items delivered, volunteer staff deliver the items and place them on the front porch while using the social distancing measures.

Provision for Child Care:
Home districts are primarily taking on this provisional requirement. However, Four Creeks stand ready to provide support if needed.

ELL Services:
Four Creeks staff will collaborate with our ELL service provider for ELL support as required. The ELL provider will reach out to families weekly to provide support and will be collaborating with the classroom teacher to ensure students are getting the materials they need to be successful.

Socio-Emotional/Mental Health Supports:
Four Creeks School will mobilize crisis response team to address mental, social and emotional health including suicide, grief and trauma, child abuse, substance use, and youth trafficking within the current context. Staff will familiarize themselves with Lines for Life remote suicide risk assessment and safety planning services for schools (503- 575-3760), and OHA's Telehealth Tips for Clients with Suicide Risk.

Mental Health Therapists, school psychologists and behavior consultants will be checking in with families and students regarding mental health well-being. These will be recorded on the School / Program Google spreadsheet with dates and minutes per student check-in. Teacher check ins on this area will also be recorded.
Teachers will also:

- Check in with parents / guardians to discuss the needs of individual students, including their socio-emotional well being.
- Meet with students through the Google Hangout and / or Zoom platform individually on a weekly basis and include conversations about socio-emotional well being.
- Collaborate with the MESD psychologists and mental health therapist to support efforts to provide socio-emotional support.

Additionally staff will be using the following programs depending on grade level and individual needs:

Social Express - Animated interactive lessons focused on SEL (The Social Express, Cool School (targets safe environment, bullying, etc.), and Career Path Exploration. Main areas of focus: attentive listening, conflict resolution, conversations, critical thinking, group participation, non-verbal communication, relationships and self-management. Programming is for all age groups.

Superflex: Prescriptive curriculum, a series of books and worksheets that go in an approximate order. Student is the main character / superhero. Programming for grades 3-5.

Zones of Regulation: The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to

become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Programming for grades K-7.

Zones App/Exploring Emotions: Exploring Emotions app is a part of the Zones of Regulation bundle. Allows students to explore emotions in simulated environments with social interactions and voiceovers. Programming for grades K-4.

Second Steps: Second Steps is designed to provide students with the skills they need to navigate through both school and life challenges. Programming is for grades K-5.

Centervention for Behavioral Interventions: Interactive Social Emotional Scene "game play" delineated by age group (K-1, 2-4, 3-5, middle school) Plus some Autism specific sets.

Bounce Back - 1. CBT for trauma curriculum: https://bouncebackprogram.org/ 2. Crisis / Covid resources: https://bouncebackprogram.org/crisis

Copying Cat: Cognitive-behavioral treatment for children with anxiety. The program incorporates 4 components:

- Recognizing and understanding emotional and physical reactions to anxiety
- Clarifying thoughts and feelings in anxious situations
- Developing plans for effective coping
- Evaluating performance and giving self-reinforcement

Sanford Harmony: One-click navigation for all classroom activities, SEL stories, role-playing games and sing-along songs. Programming for grades K-6.

Superflex: Prescriptive curriculum, a series of books and worksheets that go in an approximate order. Student is the main character / superhero. Programming for grades 3-5.

Zones of Regulation: The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Programming for grades K-7.

Stakeholder Inclusion: The Four Creeks staff will be in regular contact from all stakeholders including, but not limited to:

School District Representatives:
Email and phone communication with district representatives and Four Creeks staff will regularly occur. Special education meetings will take place via Zoom to adhere to the timelines for each individual student.

Parent / Guardian / Families:
The principal and teachers are in contact with the families at least twice a week. A survey was sent to the parents / guardians / families to determine their needs. A Parent Newsletter is going out weekly to provide updates.

Multnomah Educational Service District:
The Principal engages in regular meetings via Zoom and / or Google Hangouts with the superintendent, directors, coordinators and all the MESD administrators.

The Principal and Assistant Principal will engage in regular meetings via Zoom and / or Google Hangouts with the Special Education Directions, Special Education Coordinators, Assistant Principals and Principals. The team also engages in a check in meeting if needed each week.

Outside Stakeholders:
The school team is working in collaboration with Take Action Inc. and Grocery Outlet to provide groceries to our families every Thursday. We are also working with our component districts to ensure families have information and access to the daily food programs.

The school team is working in collaboration with Panera Bread to provide bread to our families every week.

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.

Four Creeks School will follow the guidance provided by specific state and county-wide metric requirements for in-person and/or hybrid instruction to occur. Until those metrics are met on a regional and state level, by necessity, we will provide instruction using Comprehensive Distance Learning. This means that we will begin the school year on September 1st, 2020 in distance learning mode. Individual parent/guardian/student training will take place September 1-3 and September 8-11. School staff will be contacting families to determine dates/times that work best. When OHA and ODE requirements are met in Multnomah County and Oregon, we will reach out to our stakeholders to determine the exact timeline for initiating the hybrid model after the indicators are met. It should be noted that we will be following the metrics for our students in grades K-3 and will implement a hybrid and/or on-site model of instruction as soon as we are able to safely do so.

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.

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
x Implement measures to limit the spreads of COVID-19 within the school setting. x Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. x Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. x 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. x Process and procedures to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained. x Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. x Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. x Process to report to the LPHA any cluster of any illness among staff or students. x Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. x Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). x Protocol to isolate any ill or exposed persons from physical contact with others. x Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). x 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.	**Policies/Plans:** Four Creeks follows the MESD Communicable Disease Management Plan as well as the Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. Four Creeks also follows MESD Board Policies GBEB, JHCC and GBEB/JHCC-AR. **Key People:** COVID-19 Enforcement Lead: Kari Sanders School Nurse Lead: Aileah Carlson School Health Assistant: Carisa Krug Multnomah County Health: https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Multnomah.pdf **Screening/Isolation:** Visual screening of all students and staff is outlined in 1e. Temperature checks of all students and staff upon entry to the building. Potentially symptomatic students will be isolated following guidance outlined in 1h. Students will be isolated in the conference until parents/guardians arrive to pick them up. One staff member will remain with the student and will maintain social distancing. Students may use the restroom in the nurse's office if needed. **Contact Tracing:**

• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. x Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student x Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. x 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. x Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	Contract tracing logs will be kept for each student/cohort. All staff members who are with the student will complete the tracing logs. Logs will be posted and available at the following locations: • Classrooms • Office • Bathrooms • Conference Room (Isolation) • Gym/Cafeteria • Playground • Calming rooms **Outbreak plan:** The MESD Outbreak Protocol is outlined in section 3a.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
x Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** x All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. x Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.	**Self Identification:** All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member. • **Students:** o All students and families will be able to self-identify during an initial team meeting in the fall. o Students who are identified through the team process (parent/guardian and/or physician) will have the opportunity to engage in online distance learning with weekly check-ins with the teacher/staff if deemed appropriate. o All students and families will have access to the school nurse and associated medical planning. o All students will have the opportunity for on-site instruction and/or distance learning. o All students will continue to receive Specially Designed Instruction, related services, accommodations, and modifications as outlined in their IEP. o All students with language services will continue to receive English Language Development. • **Staff:** o Plan includes classified and certified staff. o Redeployed staff members may be assigned to online instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options. o Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in-person interaction at this time. Adults in schools are limited to essential personnel only. ***See section 1g for details.

• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
• Service provision should consider health and safety as well as legal standards.
• Work with an interdisciplinary team to meet requirements of ADA and FAPE.
• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
  ○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
  ○ ODE guidance updates for Special Education. Example from March 11, 2020.
  ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.
  ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan

x 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.
x Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.
x 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.
x Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
x Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
	Overall:
	• Extra furniture will be removed to maximize usable space in classrooms and throughout the school building, providing at least 35 square feet per person..
	• Any fabric-covered furniture will be removed from the school.
	• Seating will be assigned to maximize physical distancing and minimize physical interaction.
	• Visual markers will be place to assure 6 ft. social distancing:
	  ○ In the classrooms markings on the floor around student/work areas and for lining up at the door
	  ○ On the floor outside bathrooms
	  ○ On the floor in the front office area
	  ○ On the cement in the playground for daily check-ins to the building in the am
	  ○ Conference room (isolation area)
	  ○ On the floors in the hallways to identify traffic flow patterns.
	  ■ Radio communication will be utilized to notify staff when students are in the hallways to ensure limited numbers transitioning at one time.
	• School supplies will be provided by the school. School supplies will be labeled for individual use, sanitized, and kept at school. Students will not be permitted to share supplies. Students will not be allowed to bring personal items to the school for use in the classroom.
	
	Capacity for Elementary School Setting:

- **K-7 Classrooms:** Total of 8 classrooms. In our school program, class sizes range from 6-12 students total and are served by 1 classroom teacher and 3 assistants on average. Each classroom student population will be split in half to support the physical distance, with one teacher and educational assistants to support a 3:1 model. Additional EA's will be in the classroom when students are assigned a 1:1 on their IEP.
- **Gym/Cafeteria:** Used for daily PE, recess, student breaks, small groups for breakfast and lunch.
    - One cohort at a time will have PE in the gym
    - One cohort at a time will have recess in the gym
    - Individual students may eat breakfast and lunch in the cafeteria/gym or other location if deemed appropriate.
    - The majority of meals will be delivered to the individual classroom cohorts for breakfast and lunch. Staff will also pick up the trays/garbage after meal times.
    - The schedule will include enough time for cleaning and sanitation between groups when using common spaces.
- **Sensory Rooms:** There are two sensory rooms, one upstairs & one downstairs that are used for students for sensory breaks throughout the day.
    - Students use the sensory room for regulation at times during the day.
    - Students use the sensory room with the OT, OT assistant and/or trained EA for minutes on the IEP.
    - The schedule will include enough time for cleaning and sanitation between students' use of the rooms.
- **Playground:** Used for daily recess for each classroom, individual student breaks, entry into the building in the am and exit to busses, cabs and parent/guardian pickups.
    - One cohort at a time will have recess on the playground.
    - Entry and exit will be limited to one cohort at a time using social distancing measures.
    - Student breaks will be utilized as needed with adult supervision.
    - The schedule will include enough time for cleaning and sanitation of PE, recess supplies and equipment between students.
- **Daily Student Schedule**:
    - The student schedules will be a combination of on-site instruction days and distance learning each week. Students will be on-site 2 days a week and will be provided distance learning for 2 days a week.
    - Classrooms 401, 403, 408, 410 will be on site Mondays and Tuesdays. Each class will be split into cohorts of 4-5 students and utilize 2 classrooms to support physical distancing measures..
    - Classrooms 402, 404 and 409, 411 will be on site Thursdays and Fridays Each class will be split into cohorts of 4-5students and will utilize 2 classrooms to support physical disdtancing measures.
    -
        - Special education services will be planned and provided by Case Manager in collaboration with the related services providers. SDI will be provided through push in services as well as through online platforms.

	● SLP, OT, ELL, Psychologist, Interns, Behavior Facilitator, Behavior Consultant will schedule time based on each student's IEP and SDI minutes required. Related services providers will wear face shields when working 1:1 in close proximity. ■ Individual & small group classroom instruction through Zoom and Google Classroom by classroom EA's, classified staff and/or teacher. ■ Related service providers, including SLP, OT, Behavior Consultant, etc will provide online sessions through Zoom and Google Classroom if SDI cannot be met during the student's on-site days.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
x Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. x Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). x Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. x Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. x Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. x Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	**Identified Stable Cohorts To Ensure Capability For Contact Tracing.** ● **Kindergarten - 7th Grade Classroom Cohorts** ○ These grade-level cohorts are maintained throughout the year and for each special area (i.e., PE). ○ All classrooms cohorts will be half of the normal capacity to ensure physical distancing and safety. There will be staff in the room to support a 3:1 model plus 1:1 staff for identified students. ○ The schedule will include multiple times for cleaning and sanitation throughout the day. ● **Transportation Cohort (in collaboration with component districts)** ○ This is a stable group of students each day who are transported on school busses. ○ Cab assigned students will be transported individually in the cab. ○ Updated contact-tracing logs are required for each run of a bussing and/or cab route. ○ Cleaning and sanitation of the bus/cab will be maintained by the bus/cab driver. ● **Related Services providers:** ○ Related service providers will push into classrooms for student services including speech and language, occupational therapy, social/emotional learning and English Language learning. ○ Related service providers will provide online sessions to students on distance learning days. ● **Psychologist/Counseling Cohort:** ○ The psychologist, psychologist intern, counselor and/or mental health therapist will provide services as needed through both push in and pull out models as well as teletherapy as needed. Most services will be provided in a 1:1 format. ○ The schedule will include enough time for cleaning and sanitization between students. ● **Related Services Student Eligibility Evaluations:** ○ The related services providers will pull out for student evaluations for special education eligibility. ○ The schedule will include enough time for cleaning and sanitation between groups.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
x Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ● Consider sharing school protocols themselves. Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● Consult with your LPHA on what meets the definition of "close contact." x Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. x Provide all information in languages and formats accessible to the school community.	**Communication:** ● The Principal will develop a return-to-school letter at the beginning of the school year to inform stakeholders of the established safety protocols. Letters will be emailed, mailed, placed on the school website, and on the school Facebook page. The letter will go out to families, staff and district representatives. ● The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan). ● The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. ● The district safety committee (w/school nurse) will update the communicable disease plan with communication protocols. ● All communication will be accessible to all stakeholders in their preferred language.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
x Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: ● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. x 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 within the preceding 14 calendar days.	**Screening Students:** ● **Student Entry Areas:** ○ Students who ride in cabs or in a personal vehicle will use the front doors to enter and exit the school. ○ Students who ride busses will use the side entrance door in the playground area. ● **Screening Protocols:** ○ Students will stay in their transportation vehicle until staff retrieve them. ○ Students will line up, standing on markers six feet apart on the cement to maintain distancing. ○ Students will be screened for wearing a facial mask. ○ A visual screening of each student will be performed by a staff member for an appearance of symptoms. ○ A temperature check on each student will be performed by a staff member. ○ When the screening indicates that a student may be symptomatic, the student will be directed to the school health assistant, school nurse if available or office where the Communicable Disease Plan will be enacted. The student will be placed in isolation in the conference room until the parent/guardian arrives to pick them up. A staff member will remain with the students during isolation maintaining social distancing measures. ○ Hand-sanitizers will be placed by each entrance door. Students will sanitize before entering the building. ○ There are transportation specific screening protocols that must be followed. See section 2i for more information. **Screening Staff:** ● **Staff Entry:** ○ Staff are required to report to their supervisor if they may have been exposed to COVID-19. ○ Staff are required to report to their supervisor when they have symptoms related to COVID-19.

x Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. x Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	○ Staff members are not responsible for screening other staff members for symptoms. ● **Staff Screening Protocols:** ○ Staff will enter through the front office doors in the morning. ○ Staff must wear a face mask or shield. ○ The administrative assistant, nurse or school health assistant will do a visual screening of the staff upon arrival. ○ A temperature check will be taken on every staff member upon arrival. ○ When the screening indicates that a staff member may be symptomatic, the Communicable Disease Plan will be enacted. The staff will be asked to go home immediately or will be placed in isolation in the conference room until a friend/family member arrives to pick them up. ○ Hand-sanitizers will be located at the front entrance to the building. Staff will sanitize upon entrance to the building. **Ongoing:** ● **Weekly note: Reminders to parents** ○ As per guidance from Governor Kate Brown and the Oregon Department of Education, all students aged 5 and above are to wear facial coverings. ○ Report actual symptoms when calling students as sick as part of communicable disease surveillance. ○ Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving. ○ Do 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. ○ Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
x Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. x Visitors must wash or sanitize their hands upon entry and exit. x Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. x Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	**Visitors/Volunteers:** ● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. ● All meetings with stakeholders will be held virtually including but not limited to: ○ IEP meetings ○ Eligibility meetings ○ Intake meetings ○ Data review meetings ○ Behavior plan meetings ○ Wrap meetings ○ DHS visitation meetings ● Outside service providers will be encouraged to provide services on distance learning days or late afternoons. If a

	provider must meet with a student during on-site days, precautions will be in place to ensure safety. Outside service providers will be asked to: ○ Park in the parking lot ○ Call the secretary to check in ○ Staff will escort the student out to the vehicle ● Medication Check-Ins will be completed by an appointment with our school nurse or health assistant. ● An initial check-in day will be set at the beginning of the year by the nurse and appointments will be set up. ● During the school year, parents/guardians will be asked to call and make an appointment when the student needs refills or additional medications to be given at school.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
x Face coverings or face shields for: ● Staff who are regularly within six feet of students and/or staff ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. ● Bus drivers. ● Staff preparing and/or serving meals. x Face shields or clear plastic barriers for: ● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. ● Front office staff. x Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. x **Students who choose not to wear face coverings must be provided access to instruction.** x **ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	**Facial Shields:** ● Facial shields are required and will be provided for: ○ Speech Language Pathologist ○ Bus drivers ○ Front office staff ○ Safety Monitor ● Facial shields will be provided for staff members who want to use them. **Facial Coverings/Masks:** ● Facial coverings are not synonymous with facemasks. ● Facial coverings are **required** and will be provided for all staff including but not limited to: ○ Administrators ○ Child Nutrition Program staff ○ Nursing staff ○ Custodians on-site during the school day ○ Office Staff ○ All Related Service Providers ○ Classroom teachers ○ Classroom EA's ○ Safety Monitors ○ Behavior Facilitator ○ Other district staff members ● Face shields are required for SLP's, SLP Assistants, front office staff and anyone who works in close proximity to students. ● Face coverings **ARE** required for all students age 5 and up, along with all staff. Certain accommodations are noted in the guidance below. ● Children of any age should not wear a face covering: ○ If they have a medical condition that makes it difficult for them to breathe with a face covering; ○ If they experience a disability that prevents them from wearing a face covering; ○ They are unable to remove the face covering independently; or ○ While sleeping. ○ Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities. ● If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: ○ A space away from peers will be provided while the face covering is removed; students will not be left alone or unsupervised; ○ Additional instructional supports to effectively wear a face covering will be provided;

	○ Adequate support to re-engage in safely wearing a face covering will be provided; ○ Students will not 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 will be provided access to instruction. Comprehensive Distance Learning may be an option, however additional provisions apply to students protected under ADA and IDEA. ○ If any student requires an accommodation to meet the requirement for face coverings, staff will work to 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 will 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, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ● No disability category universally prescribes whether a student will be able to wear a face covering. All decisions will be made individually through the IEP process.

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
x Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. x Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. x Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able	**Protocols For Surveillance COVID-19 Testing:** ● Defer to the MESD Communicable Disease Management Plan for appropriate isolation determination and processes. ○ *See section 1a. ● The school Principal (or designee) will conduct weekly meetings with the school nurse regarding updates for plan and isolation measures taken to that point. ● All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. ○ The isolated student will be provided a facial covering (if they can safely wear one). ○ Staff will wear a facial covering and maintain physical distancing. ○ The student will be supervised by staff at all times. ○ If a parent/guardian cannot pick up the student from school, arrangements will be made for staff to transport the student home. The following safety measures will be in place for staff transporting the student home:

to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.

- School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
- If able to do so safely, asymptomatic individuals should wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.

x Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.

x Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.

- Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
- If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
    - Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving
- If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

x 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).

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

    - Staff will wear face covering/shield
    - Students will wear a face covering if able to safely and appropriately.
    - Staff and students will use hand sanitizer prior to entering the van and upon exiting the van.
    - Staff and students will be spaced throughout the van to provide at least 3 feet, ideally 6 feet, of distance between each person.
    - Van ventilation will be turned on to allow outside air to circulate as much as possible.
    - Van will be clearned and sanitized upon return to school with a focus on disinfecting frequently touched surfaces.

- While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
    - Staff will maintain student confidentiality as appropriate.
    - Daily logs must be maintained containing the following:
        - Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
        - Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs
- The isolation room will be thoroughly cleaned and sanitized after use by any student, staff or other individual.
- Staff and students with known or suspected COVID-19 https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le2356.pdf cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
    - Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
    - If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance will be followed and the person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
    - If they do not undergo COVID-19 testing, the person will be required to remain at home for 10 days and until 24 hours after fever is gone, without use of

	fever reducing medicine, and other symptoms are improving ○ **In no case can they return before:** ■ The passage of 10 calendar days after exposure; and ■ Symptoms have been resolved for 72 hours without the use of anti-fever medications.

2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
x Enroll all students following the standard Oregon Department of Education guidelines. x Do not disenroll students for non-attendance if they meet the following conditions: ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or ● Have COVID-19 symptoms for 10 consecutive school days or longer. x Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	**Enrollment:** ● All students will be enrolled following the Oregon Department of Education guidelines. ● No student will be dropped for non-attendance if they meet the following conditions: ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19. ○ Have COVID-19 symptoms for the past 10 days or longer. ○ Student or family health and safety concerns. ■ Students may participate in a full schedule of Online Distance Learning for All if the family has health and safety concerns with returning to the building for on-site instruction.

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
x **On-Site school students**: Full-time and part-time students follow normal reporting policy and procedures. x **Full-Time Online and/or Hybrid school students**: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. ● Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. ● For the purposes of this section, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately	**Attendance:** ● Attendance will be taken daily by the teacher during on-site instructional days. ● Attendance will be taken daily by a teacher/staff during online distance learning through Google Classroom and Zoom sessions with staff. ● Attendance will be taken twice per week following ODE guidance for students who are on a full schedule of Online Distance Learning. ● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. ● Teachers will notify the principal when the absence rate has increased by 20% or more. ● The Principal will report increased student absence rates to the school nurse for follow up with the family. ● A Back-Up Staffing Plan will be developed to monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.

licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day. ● The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week. ● If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week). ● The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week. ● Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days). ● Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). x **Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
x Update procedures for district-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). x Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	**Student/Family Technology:** ● Conduct family technology and connectivity surveys to gain information on individual family needs. ● Inventory school technology devices and internet connectivity resources. ● Plan for technology support and replacement, including budget. ○ Student device inventory spreadsheet ○ Technology department update devices, add educational apps/websites and repair any needed devices ○ Budget for and order additional devices to ensure 1:1

	○ Student sign out and distribution procedures ○ Review technology policies and data privacy policies and update if needed. ● Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); included will be options for digital learning and provision for non-digital distance learning where internet and computers will not be available. ● Align in-person instruction and distance learning platforms in core content areas. ● Share information to families for online platforms that the school utilizes such as Zoom, Padlet, Flipgrid, Google Classroom, educational programs/sites such as A-Z Reading, Prodigy, MobyMax, Handwriting without Tears, Mystery Science, Lexia (reading) and Dreambox (math)etc. ● Establish a family member and staff member to provide support/help desk technology support to reduce family frustration with online learning. ● Develop health protocols. ○ Each student will be assigned one device (no sharing). ○ Clean and sanitize each device before deployment. **Staff Technology:** ● Conduct staff technology and connectivity surveys to gain information on individual staff member needs. ● Inventory school staff technology devices and internet connectivity resources. ● Plan for technology support and replacement, including budget. ○ Staff device inventory spreadsheet ○ Technology department updates desktops, laptops, ipads, adds any needed apps and repairs devices as needed. ○ Budget for and order additional devices as needed. ○ Staff sign out and distribution procedures ○ Provide staff with technology policies and data privacy policies.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
x **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. x **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. x **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. x **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. x **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Safety Procedures:** ● **Handwashing:** ○ Provide age appropriate hand washing education ○ Establish appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. ● **Equipment/Supplies:** ○ All classroom supplies, recess and PE equipment/supplies will be cleaned and sanitized before use by another student or cohort group. ○ Each student will have an assigned box with classroom supplies in it such as pencils, pens, erasers, ruler, etc. All items will be sanitized at the end of each day. ● **Events:** ○ Field trips will be designed virtually for the school year. ○ All assemblies, awards programs, and other large gatherings will be cancelled or held in a virtual format or designed in a manner that allows appropriate physical distancing to be maintained throughout.

	● **Transitions/Hallways:** ○ Hallway traffic direction will be marked on the floor to show travel flow. ○ Students will transition individually with a staff member to the restroom, sensory rooms, breaks outside of the classroom. ○ Student cohorts will transition to PE and recess practicing social distancing. ○ Students will line up at the classroom door by standing on visual markers on the floor to indicate adequate physical distance. ● **Personal Property**: ○ Students will not be permitted to bring personal items to school unless it is agreed upon between the teacher and family. ○ Any items brought to school will be turned into the staff during check-in procedures and placed in the student ziplock bags. Items will be given to the student at the upon dismissal from the building. ○ Any items for use in the classroom (teacher approved) will be labeled, kept in the student assigned area and may not be shared with other students. ○ All supplies, sensory items, devices will be provided by the school. ○ Staff are encouraged to leave personal items at home. ● **Safety Drills (fire, earthquake, lock in, lock down):** ○ During all safety drills, cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● **Restrooms:** ○ School restrooms are individual, single use rooms. ○ Students will use the restroom on an individual, as needed basis. ○ Restrooms will be cleaned after each use by staff. ○ Students and staff will wash their hands and use hand sanitizer after exiting the restroom.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
x Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. x Create schedule(s) and communicate staggered arrival and/or dismissal times. x Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). x Develop sign-in/sign-out protocol to help facilitate contact tracing: ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. x Install hand sanitizer dispensers near all entry doors and other high-traffic areas. x Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	**Hybrid/Onsite Plan** ● **Arrival & Dismissal:** ○ Students will have staggered drop-off and pick-up times by transportation mode (bus, cab, personal vehicle) and entry area. ○ Staff will use a sign-in/sign-out protocol to help facilitate contract tracing. ■ Assigned Staff will fill in the information and not allow a shared pen/paper. ■ The teacher will take attendance on Synergy upon arrival in the classroom. ■ Hand sanitizer will be available at the office desk to use in conjunction with arrival/dismissal and sign-in/sign-out. ○ Hand-sanitizers will be placed by each entrance prior to student entrance to the building. Students will sanitize before entering the building. ○ Students will be escorted by a staff member directly to the classroom.

	○ Families will be provided clear information on drop off and pick up times and safety procedures.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
x **Seating:** Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. x **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. x **Handwashing:** Remind students through signage and regular 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 and hands washed or sanitized immediately. ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Seating:** ○ Students have an assigned desk and/or table. ○ Student areas will be space at least six feet apart ○ Floor markings will be on the floor around the student area as visual cues. ● **Materials:** ○ Each student will have an assigned washable pouch/bag/box with individual supplies to use during the day. ○ Any classroom cohort items that are shared will be cleaned frequently. ○ Hand sanitizer and tissues will be available for student and staff use. ● **Handwashing and/or Hand Sanitizing:** ○ Handwashing/Sanitizing signage will be posted throughout the school. ○ School staff will provide regular reminders on the importance of washing hands, what to use, how long and the type of sanitizer to use. ○ Students & staff will wash their hands/use sanitizer frequently throughout the school day including, but not limited to: ■ Before entry into the building ■ Before entry into the classroom ■ Before exit from the classroom ■ After using the restroom (must wash) ■ After recess ■ After PE ■ Before and after breakfast (must wash) ■ Before and after lunch (must wash) ■ Before and after snack time (must wash) ■ After contact with another person ■ After sanitizing and cleaning ● **Hygiene and Respiratory Etiquette:** ○ Hygiene and Respiratory Etiquette signage will be posted throughout the school. ○ Staff will provide regular reminders on the importance of hygiene and respiratory etiquette such as covering coughs, sneezing into an elbow or tissue and sanitizing immediately after. ● **Furniture:** ○ All upholstered furniture and soft seating has been removed from the school building. ○ A sanitation plan will be developed to clean student sensory items such as weighted blankets, vests, lap pads, etc. The OT will provide guidance for this area. ● **Classroom Procedures:** ○ All classes will use an assigned cubby and/or rubbermaid container for individual student supplies/belongings. ○ All items will be cleaned and sanitized at least daily. ● **Seating:** ○ Each classroom, hallway, common area will have visual cues such as floor tape to illustrate traffic flow, appropriate spacing, and assigned seating areas.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
x Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). x Students must wash hands before and after using playground equipment. x Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. x Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). x Maintain physical distancing requirements, stable cohorts, and square footage requirements. x Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). x Design recess activities that allow for physical distancing and maintenance of stable cohorts. x Clean all outdoor equipment between cohorts.	**Playgrounds, Fields, Recess and Breaks:** ● **Playground Environment:** ○ Each classroom cohort will have their own bag of recess equipment/supplies. ○ All cohort equipment/supplies will be sanitized daily. ○ All playground stationary equipment will be sanitized in between cohort groups. ○ Students must wash hands before and after using playground equipment/supplies. ○ 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. ○ Expectations will be set and reviewed with students frequently regarding safety procedures including shared use of equipment and supplies.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
x Include meal services/nutrition staff in planning for school reentry. x Staff serving meals must wear face shields or face covering (see section 1h of the ***Ready Schools, Safe Learners*** guidance). x Students must wash hands before meals and should be encouraged to do so after. x Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. x Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. x Adequate cleaning of tables between meal periods.	● **Food Service Environment:** ○ Staff will deliver meals to the classroom on carts and students will eat at the assigned desk/table. ○ Staff will pick up trays/garbage after meals. ○ All students will wash hands prior to meals. ○ Students will not share utensils or other items during meals. ○ Each desk/table will be sanitized prior to meals being consumed and after students are finished. ○ If the cafeteria is used for meals, tables and surfaces will be cleaned and sanitized between cohorts.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
x Include transportation departments (and associated contracted providers, if used) in planning for return to service. x Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). x Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. ● If a student displays symptoms, provide a face shield or face covering and keep students at least six feet away from others. Continue transporting the student. ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. x 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. x Drivers wear face shields or face coverings.	**Transportation:** ● The transportation departments from each school district will be responsible for bussing, cab, drivers policies and procedures. ● The Principal will work with the school district representatives to ensure policies and procedures are in place and followed for all student transportation purposes. ● Each bus driver will be required to: ○ Visually screen students for illness ○ Maintain logs for contact-tracing ● Each bus will have: ○ Three (3) feet of physical distance between passengers ○ Six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate. ● Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.

x Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).	• Clean and sanitize buses between cohort routes. • Meet 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.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
x Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. x Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. x Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. x Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. x Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). x Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	**Cleaning, Disinfecting and Ventilation:** • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses during the school day. • Restrooms will have a planned, systematic cleaning schedule throughout the day. • The school building will be cleaned and sanitized daily after school. • The school building will be cleaned and sanitized every Wednesday with additional cleaning measures in place. • School staff and custodial staff will be trained on OHA/ODE cleaning and disinfecting procedures. • Ventilation systems will be checked and maintained monthly by maintenance staff. • Follow CDC guidelines for cleaning.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
x 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. x 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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	**Health Services:** • Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, monthly family newsletter and signage in the school setting for health promotion. • Schools will practice appropriate communicable disease isolation and exclusion measures. • Staff will participate in required health services related training to maintain health services practices in the school setting. COVID-19 specific infection control practices for staff and students will be communicated. • Review of IEP accommodations and student health records to identify and support students who need additional support. • Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. • Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
x Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. x Establish a specific emergency response framework with key stakeholders. x When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	**Prevention and Planning:** ● Communication will be coordinated with the Local Public Health Authority. ● If the region impacted is in Multnomah County, the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. ● When cases are identified in the local region a response team will be assembled within the district and responsibilities assigned within the school district. ● A specific emergency response framework will be established with key stakeholders. ● Baseline student absentee rates will be identified to determine if rates have increased by 20% or more. ● We will work with LHD to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct Page 14 of 16 report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. ● If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
x Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. x If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. x Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. x When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. x Modify, postpone, or cancel large school events as coordinated with the LPHA. x If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. x Continue to provide meals for students. x Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	See MESD Communicable Disease Management Plan ● In the event of a closure, the district will initiate the Distance Learning Model and schedule ● The MESD and school safety committee will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
x Plan instructional models that support all learners in Comprehensive Distance Learning. x Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles)	Recovery and Reentry: See MESD Communicable Disease Management Plan

and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. x Communicate with families about options and efforts to support returning to On-Site instruction. x Follow the LPHA guidance to begin bringing students back into On-Site instruction. • Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	• If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes. • An instructional model has been established that supports all learners in comprehensive distance learning. • A plan is in place to clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms and playgrounds.

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.
This section does not apply to private schools.

x We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance.

☐ We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the ***Ready Schools, Safe Learners*** guidance at this time. 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 and 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 *Include how/why the school is currently unable to meet them*