



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Ukiah School District 80R
Key Contact Person for this Plan	Norma Barber
Phone Number of this Person	541-427-3740
Email Address of this Person	norma.barber@ukiah.k12.or.us
Sectors and position titles of those who informed the plan	Jim Reger, Superintendent Norma Barber, Lead Teacher
Local public health office(s) or officers(s)	Alisha Southwick
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Norma Barber
Intended Effective Dates for this Plan	August 16, 2020 – June 1, 2021
ESD Region	Intermountain 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.

School Board Meetings, email and regular mail communication with parents, telephone communication with parents, flyers requesting feedback
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3. Indicate which instructional model will be used.

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

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

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

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 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 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. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

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

Ukiah School District cannot effectively elect to use Comprehensive Distance Learning as our instructional model for this coming year. Most of our families do not have reliable internet service, and most families may have one computer, but multiple students. Even cellular telephone service is unreliable in some sections of our community, so – though some students may attempt to use their cell phones to receive or send messages about schoolwork, that is not a reliable method of communication in our community. Hot Spots would not help: our major provider tells us that there simply is not enough bandwidth to accommodate more connections or services.

For this reason, we mostly created paper packets for students during the Emergency Spring Closure, and would need to continue that method if we were unable to bring students into our building. We found that paper packets worked well for younger students, but were rarely submitted by middle and high school students. Textbooks sent home during the closure came back with damage and several needed to be replaced. Most high school students did minimal work – enough to earn credit – but did not appear to be engaged with distance learning opportunities during the Spring Closure.

For these reasons, we will bring students to school in person, in small cohort groups, to meet in person with teachers, to attend to instruction, to receive assignments and to have an opportunity to practice skills with teacher supervision, then go home to complete work. With regular in-person meetings, students will gain academically. In this way, we will use a hybrid of distance practice and in-person instruction to serve our students within the parameters of what electronic communication is available to them.

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

**I have reviewed the Comprehensive Distance Learning Guidance.**

**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.**

Ukiah School District has made connections, either in person, through telephone conference, or via flyer placed at the door, with every family represented in the school. Every parent requested in-person instruction for their children. We hope to make that possible with the following plan and community location:

Because we are located 35 miles from the nearest school, because we have enrollment of fewer than 40 students, and because our community has not any reported cases of COVID-19 to date, we hope to bring our students to school for instruction under the following conditions:

- All students will be assigned to a grade-level cohort – with fewer than 10 students in each – and assigned a cohort location to meet.
- Under no circumstances will any cohort group, or groups, exceed 40 individuals.
- Every staff member and student who enters the school building will have temperature checked daily. We will verbally inquire about general health. Those data will be entered on a cohort sheet, which will be retained for possible infection tracing/tracking.
- Teachers will rotate to cohort groups, in middle and high school class cohorts – and will use disinfectant wipes to clean the table they used as they leave each cohort room.
- Elementary staff will remain with their appropriate group cohort all day.
- All students and staff will wear appropriate PPE. At a minimum, masks will be worn at all times in the building. Gloves will be available for those who want to add that additional barrier.
- Teachers and staff who request a plexiglass barrier will be given that additional barrier.
- Face shields will be available for students and staff who cannot, for medical reasons, wear a mask.
- We will stagger times for student arrival, dismissal, breaks, and meals to minimize cross-cohort interaction, to curb any sharing of germs, and to facilitate general wellness checking every day.
- We have sanitized the entire building, and will sanitize at least daily during COVID-19 concerns.
- We have collected school supplies for each student, so that no equipment/supplies need to be shared. Each student supply box will be sanitized after each day. Any personal supplies a student brings will be labeled with the name of the student, and will be placed in the student's box. No lockers will be used during the pandemic, to avoid possible contamination.
- We will operate with windows open as much as possible, as long as the weather allows.
- Soft surface furniture has been replaced by washable furnishings in every room, where possible.
- Student desks/tables are spaced at least 6 feet apart.
- Desks/tables will be assigned to students.
- All surfaces will be sanitized at the end of each day.
- If, to accommodate instruction, a cohort must move to a different location during the day, the place the students left will be sanitized, and the place they go will be sanitized after they leave.
- All entrances will be locked, with only one available for entrance during the school day. We have installed a video monitor at that door, and people requesting entrance must announce to be admitted. An electronic lock may unlock that door, if entrance is permitted. In this way, we will limit possible infection from outside the established cohorts.
- A room has been designated as an isolation room, for use in the event of someone who becomes ill at school. We will alert parents to retrieve that student. The room will be sanitized when the student is out.
- Local health department protocols will be followed if a person becomes ill at school.
- We will keep lines of communication open to the Umatilla County Health Department, for advice and instruction as the pandemic continues.

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

## **ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT**

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

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



## 0. Community Health Metrics

### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

### EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section Od(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section Od(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section Od(3) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section Od(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section Od(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section Od(6) of the **Ready Schools, Safe Learners** guidance).



## 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</li> <li><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> </ul>	<p>Measures to limit the spread of COVID-19 within the school setting:</p> <ul style="list-style-type: none"> <li>- School building sanitized daily.</li> <li>- Students assigned to small cohorts – fewer than 10 students</li> <li>- Daily monitoring of staff and student temperatures.</li> <li>- No sharing of school supplies, even within cohort groups – individual student supply boxes.</li> <li>- Staggered times for cohort entrance, exit, recesses, breaks, breakfast, lunch.</li> <li>- Sanitizing after every cohort meal in the cafeteria, or meals in assigned cohort rooms.</li> </ul> <p>Designated person to monitor compliance with this plan:            Jim Reger, school superintendent            Norma Barber, lead teacher            Alisha Southwick, Umatilla County Health Department</p> <p>In the event of any confirmed case, the cohort members will immediately move to Comprehensive Distance Learning. The building, especially those areas where the infected person was cohorted, will be cleaned and sanitized before any person enters. Maintenance staff will wear appropriate PPE to avoid contamination. Cleaning will be accomplished with disposable cloths/paper, and immediately bagged and tagged as possible contaminant. Disposal will be accomplished according to protocols for contaminated garbage.</p> <p>Communication regarding any confirmed case will be accomplished according to Umatilla County Health Department protocols.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li>☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child’s name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li>☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</li> <li>☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p>The school will communicate to patrons and the School Board regarding any and all suspected or confirmed cases within the school population, of students or staff.</p> <p>If any case is confirmed, members of the person’s cohort will be informed, and appropriate isolation/quarantine measures will be followed, as recommended by the Umatilla County Health Department.</p> <p>Cohort logs include all required components.</p> <p>Cohort logs will be filed, and kept for a minimum of four weeks, to assist the Local Public Health Administration in contact tracing/tracking.</p> <p>Ukiah School is held in a single building. Nevertheless, we will keep a separate list of itinerant staff (psychologists, nurses, therapists, etc.) who enter our building, when they came, their temperature, and those with whom they were in contact during their visit.</p> <p>We will ensure that if we learn of a COVID-19 diagnosis of any person who has been in our building, we will share that information with Umatilla County Health Department, our local health authority.</p> <p>We will follow the protocol established by the Umatilla County Health Department in the event of an outbreak, or suspected outbreak.</p>

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</li> </ul> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <ul style="list-style-type: none"> <li>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> </li> </ul>	<p>Ukiah will serve students in high risk populations, whether on-site, through Comprehensive Distance Learning, or a combination of those models.</p> <p>Ukiah School District is part of a consortium (organized by the Intermountain Education Service District) which contracts nursing needs for our students. We are committed to provide appropriate care for any student with health conditions that require additional nursing services.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	<p>We will work with school nurses, and other health care providers, to address individual student needs, keeping in mind communication with parents and health care providers; coordination of all services each students requires; modification of all plans to assure that student needs are met; support of itinerant health care providers; the health and safety of medical helpers; possible PPE needed by health care workers and students; meeting requirements of ADA and FAPE for every student in our care.</p>

**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</p> <p><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p> <p><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</p>	<p>We will establish a minimum of 35 square feet per person when determining room capacity.</p> <p>In all meetings at Ukiah School District, adequate social distancing measures will be in place.</p> <p>Students will enter the building at specific times and locations, to minimize standing in line, and to streamline health assessment processes (temperature checks and general health questions).</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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).</li> <li><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li><input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p>Floors have been marked to indicate direction of walking; stairways have been marked to indicate up and down directions. Doorways are marked as needed, to minimize confusion and to minimize student and staff being in close proximity at those locations.</p> <p>No punitive discipline will be enacted if a person seems confused by social distancing protocols. We will instruct and remind instead.</p> <p>Staff will maintain physical distancing at staff meetings and conferences. When possible, we will use remote web-based meeting options.</p>

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<p>Our stable cohorts will be no larger than can be accommodated by 35 square feet per person. Staff is included in the calculation.</p> <p>We anticipate no event when more than 100 people would share space in a typical week during this pandemic. We have cancelled meetings, sports events, concerts and celebrations that could involve groups that size.</p> <p>Cohort contact tracing will be accomplished by the temperature/general wellness log used every morning when students enter the building.</p> <p>Each cohort will be assigned a restroom location to avoid interaction with other cohorts. All Gender restrooms will be available.</p> <p>We will clean/sanitize desks, door handles and other often-touched surface regularly during the school day. Routine times will be when students take breaks, at meal times, and when they leave the room for other reasons.</p> <p>Staff will wash/sanitize their hands before they enter any cohort location, and after they have visited any cohort, to avoid cross-contamination. Hand sanitizer will be available at every classroom door for this purpose.</p> <p>Teaching staff will disinfect their table/desk when leaving one cohort. They will wash their hands before entering another cohort area.</p>

#### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>Staff meetings will emphasize infection control measures.</p> <p>Protocols have been developed for communicating with students, families and staff who have come into close contact with a confirmed case.</p>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• 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. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• 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 <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><input checked="" type="checkbox"/> 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. Staff members can self-screen and attest to their own health.               <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p>We will encourage students and staff to monitor their own health, and to stay home if they – or a member of their family - have symptoms of communicable disease.</p> <p>We will screen students and staff upon entry every day.</p> <p>We will follow Umatilla County Health Department guidelines and advice on restricting from school any student or staff known to have been exposed to COVID-19.</p> <p>We will attempt to protect students or staff who have chronic conditions by excluding them from attendance at school, if those conditions are related to COVID-19 symptoms. We will not exclude from school person with chronic conditions not related to COVID-19.</p> <p>We will direct every person who enters our building to sanitize or wash their hands appropriately.</p>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li><input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li><input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li><input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</li> </ul>	<p>We will restrict non-essential visitors to our building.</p> <p>Every visitor to the school will be temperature-checked, and screened for possible symptoms.</p> <p>Handwashing stations are available at every entrance we will use during the pandemic.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</li> <li>☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:               <ul style="list-style-type: none"> <li>• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;”                   <ul style="list-style-type: none"> <li>○ Students should not be left alone or unsupervised;</li> <li>○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>• Provide additional instructional supports to effectively wear a face covering;</li> <li>• Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li>☒ 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.               <ul style="list-style-type: none"> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul>	<p>Face coverings will be used by all persons who enter our building, including contractors, staff, essential visitors or volunteers.</p> <p>If some person cannot use a mask, we will allow short “time out” (approximately 15 minutes) at a location removed from others in the room. That location will be sanitized following its use.</p> <p>We will not leave any student unsupervised.</p> <p>We will provide additional instruction to help every person appropriately wear face coverings.</p> <p>We will not discriminate against or discipline any student who is not able to wear a mask. We will try other PPE devices or additional distancing as necessary to maintain safety, while continuing to support the student who is having difficulty.</p>
<p><b>Protections under the ADA or IDEA</b></p> <ul style="list-style-type: none"> <li>☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:               <ul style="list-style-type: none"> <li>• Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;</li> <li>• Additional instructional supports to effectively wear a face covering;</li> </ul> </li> <li>☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</li> <li>☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.               <ul style="list-style-type: none"> <li>• If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must:                   <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.</li> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> </ol> </li> </ul> </li> </ul>	<p>We will not deny any person access to educational opportunities because of issues with masks or other PPE. We will adjust as needed to support the education of the student.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:               <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement.                   <ul style="list-style-type: none"> <li>○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,</li> <li>○ If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.</li> </ul> </li> <li>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</li> </ol> </li> <li>☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</li> <li>☒ 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.</li> </ul>	<p>If a student is served by an IEP or 504 plan, we will review that plan to ensure access to instruction in a manner comparable to the established plan.</p> <p>If additional support is needed, a team may be convened to review the plan and to find ways that FAPE can be satisfied within the constraints of the IEP and student's disability.</p> <p>If a student who cannot wear appropriate PPE is not previously eligible for support under IDEA or 504, we will investigate whether the condition would make the student eligible for support under IDEA or 504.</p> <p>In any event, we will work with the person unable to wear PPE to minimize possibility of exposure.</p>

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</li> <li>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.               <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ 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 to go home. Anyone providing supervision and</li> </ul>	<p>We will develop protocols for exclusion or isolation for sick students and staff no matter when symptoms are identified.</p> <p>In areas of isolation, six feet of distance will be established between any persons is maintained.</p> <p>We will supervise any person isolated until they are able to go home. Any person providing supervision of a sick person will wear appropriate PPE.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>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.</li> <li>After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></li> <li><input checked="" type="checkbox"/> 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).</li> <li><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> </ul>	<p>Hands will be washed or sanitized often during supervision of any person isolated.</p> <p>We will establish procedures for safely transporting anyone who is sick to their home.</p> <p>Staff and students who present COVID-19 symptoms must stay home.</p> <p>We will record and monitor students and staff who are isolated or sent home. We will contact the Umatilla County Health Department to alert them of the situation.</p>



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.</li> </ul> </li> </ul>	<p>We will enroll all students following standard ODE guidelines.</p> <p>We will follow temporary suspension of the 10-day drop rule during the COVID-19 pandemic.</p> <p>We will count student enrollment on the first day of their attendance.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> <li>☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</li> <li>☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</li> <li>☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li>☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.</li> <li>☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</li> </ul>	<p>We will continue to try to engage students and encourage attendance, or alternate school participation, even if students do not come to school after 10 days of absence.</p> <p>We will follow OAR 581-021-0255 when enrolling a student from another school, requesting documentation, and making all parties aware of the transfer.</p> <p>We will design attendance protocols to account for students who do not attend school in-person due to student or family health and safety concerns.</p> <p>We will reach out at least weekly to support students who are absent because of COVID-19, and who remain our students.</p>

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li>☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li>☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</li> <li>☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</li> <li>☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</li> </ul>	<p>We will take attendance at least once per day for all students enrolled in school, whether they attend in person, via distance learning, or a combination.</p> <p>If students are enrolled in a non-standard program, we will continue to interact with those students to account for attendance and engagement.</p> <p>If students are enrolled, but opt for Distance Learning, we will require twice-weekly check-in to count attendance.</p> <p>We will provide clear and concise descriptions of student attendance and participation expectations that take into consideration the home environment, caregiver's work schedules, and mental/physical health of both students and families.</p>

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<p>We will help students clean their school-issued devices regularly, to prevent spread of infection.</p> <p>Ukiah School District will institute procedures for return, inventory, updating and redistributing all devices assigned to students, to meet physical distancing requirements, and to ensure long life of the devices. Cohort members, because they will enter the building at scheduled times and locations, will also retrieve and return devices at scheduled times. In this way, we can ensure physical distancing. Teachers will monitor and help facilitate sanitation of devices.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Handwashing: Sinks: available at each entrance. Signs remind.</b></li> <li>● <b>Equipment: Soap, paper towels available.</b></li> <li>● <b>Events: All events are cancelled or modified.</b></li> <li>● <b>Transitions/Hallways:</b> Direction arrows on floors. Students instructed in appropriate distancing, direction of traffic flow.</li> <li>● <b>Personal Property:</b> Students will not share supplies; each student is assigned a box with adequate materials for classroom use.</li> <li>● <b>All materials initially at school will be labeled with student's name.</b> Use is limited to owner.</li> </ul>

#### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p>Staggered times for arrival and dismissal will be established and followed.</p> <p>Gloved staff will indicate attendance. No students will need to use pen, pencil or device to sign in.</p>

#### 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Seating: All tables/desks will be arranged at least 6 feet apart, and students will be assigned seats.</b></li> <li>● <b>Materials: Each student will be provided a tub, labeled with their name, containing all general school supplies. No student</b></li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li>☒ <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<p><b>will need to leave their table to retrieve scissors, sharpen a pencil, grab a tissue, or get a glue stick: all materials will be in their tub.</b></p> <ul style="list-style-type: none"> <li>• <b>Handwashing: Every person who enters the building will wash their hands (sinks near entrance doors), or use hand sanitizer.</b></li> </ul> <p>In addition, students will be reminded to wash hands, or use sanitizer immediately after coughing or sneezing.</p> <p>A garbage receptacle will be taped on each desk, to be disposed of daily with classroom garbage.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li>☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul>	<p>Playgrounds are closed to the general public. Recess time may take place on the playground for students. Only one cohort will be on the playground at one time. Play equipment will be sanitized daily.</p> <p>Students will wash their hands with soap and water after using the restroom. Students will be taught proper handwashing procedure, and reminded with placards near every handwashing sink.</p> <p>When student cohorts are on the playground, we will encourage appropriate physical distancing.</p> <p>When designing recess or physical education activities, we will allow for physical distancing and maintenance of stable cohorts.</p> <p>We will clean all outdoor equipment daily.</p> <p>Whenever possible, and to maintain six feet distancing between adults, we will limit staff room or other common spaces to single person use.</p>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.</li> <li>☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> </ul>	<p>We have included meal service staff as we plan for school reentry.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Discontinue self-service buffet-style meals</li> <li>• Prohibit sharing of food/drink among students and staff</li> <li>• Allow face coverings to be removed during meals, and maintain six feet physical distance from others.</li> <li>• Remind to replace face coverings after eating.</li> <li>• Require food service staff to wear face coverings during serving.</li> <li>• Remind students to wash hands with soap and water for 20 seconds or use hand sanitizer before and after meals.</li> <li>• Assure appropriate daily cleaning of all meal items.</li> <li>• Clean and disinfect tables between meal periods.</li> <li>• We will stagger mealtimes and breaks for all meals to assure adequate physical space.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> <li>☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</li> </ul>	<p>Since Ukiah School District does not charge for meals at school, we will not use any method of counting who eats and who does not. We found, several years ago, that some families were so embarrassed that they could not pay for school meals, that students were going without food. Ukiah Board of Directors decided to pay for all school meals from the school's general fund, so no person would need to refuse available food at school.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li>☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li>☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li>☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<p>If we must deliver meals to homes, we will include the transportation department as we plan.</p> <p>Busses will be cleaned frequently, with focus on frequently-touched surfaces.</p> <p>We will screen students who enter the bus (visual assessment and verbal greeting/response) and record that information to be delivered to the office for safe-keeping, and to assist in contact tracing/tracking.</p> <p>We will load the bus from the back. We will require students to wear face coverings on the bus. We will arrange seating six feet from other passengers on the bus.</p> <p>When feasible, we will open bus windows for ventilation and fresh air.</p> <p>If a student is observed to be symptomatic, that person will exit the bus before other passengers, and the area when the student was sitting will be disinfected and cleaned.</p> <p>The bus driver will notify the school of any students who appear to be displaying symptoms of illness. Those students will be isolated and parents will be called.</p> <p>We will provide appropriate service to any students and/or parents who may require additional support related to transportation and/or other special needs.</p> <p>Drivers will wear face coverings when driving and when around busses (not actively driving).</p> <p>We will communicate with parents regarding appropriate distancing when students are waiting for the bus, potential increased route time due to additional precautions, sanitizing practices and face coverings.</p> <p>Students will wear face coverings on the bus.</p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li>☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> </ul>	<p>We will clean, sanitize, and disinfect frequently touched surfaces between uses multiple times each day. We will maintain clean and disinfected environments, including classrooms, cafeteria, and restrooms.</p> <p>We will follow CDC guidelines, and manufacturer labeling directions, regarding the application of any chemical to clean and disinfect surfaces in our school buildings, vehicles, facilities and playground.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li>☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</li> <li>☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li>☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li>☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li>☒ Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<p>We will avoid the use of products on the EPA list N by choosing asthma-safer ingredients.</p> <p>We will increase natural ventilation by opening windows before students arrive, after students leave, and while students are present, to the extent possible and when weather allows.</p> <p>When fans are needed, we will use them in conjunction with opened windows, to bring fresh outdoor air into the classroom, and to circulate fresh air.</p> <p>We will increase ventilation in areas where students with special health care needs may receive medication or treatments.</p> <p>We will clean and disinfect facilities daily to prevent transmission of the virus from surfaces.</p>

## 2k. HEALTH SERVICES

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

## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> </ul> </li> </ul>	<p>To ensure staff and student safety, we will keep temperature/general health assessment paperwork for every person who enters our building in a specific file. This will help with contact tracing.</p> <p>We will quarantine exposed staff or students.</p> <p>We will isolate infected staff or students.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> <li><input checked="" type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> </li> </ul>	<p>We have closed our dormitory for the 2020-2021 school year because of infection control concerns.</p> <p>If the pandemic continues, we will revisit the opening of our residence home, keeping in mind the health and safety of our staff, students and community.</p>

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>• At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> </li> <li><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</li> <li><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</li> <li><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</li> <li><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</li> <li><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</li> </ul>	<p>We will continue our practice of safety instruction and practice drills on emergency procedures so that students and staff can efficiently respond to emergencies.</p> <ul style="list-style-type: none"> <li>• At least 30 minutes each month will be used to instruct students on emergency procedures for fires, earthquakes, and safety threats.</li> <li>• Fire drills will be conducted monthly.</li> <li>• Earthquake drills will be conducted twice each year.</li> <li>• Safety threats, including procedures related to lockdown, lockout, shelter in place and evacuation, and other appropriate actions to take when there is a threat to safety will be conducted twice each year.</li> </ul> <p>Drills will be carried out similarly to the procedures that would be used in an actual emergency. As practical, we will encourage students to remember physical distancing measures.</p> <p>Drills will be completed in less than 15 minutes.</p> <p>Staff will be trained regarding safety drills prior to student attendance. We will conduct drills at a variety of times, so that students can know appropriate safety strategies from different locations of the building.</p> <p>Students and staff will wash hands with soap and water for 20 seconds or use hand sanitizer following any safety drill.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</li> <li>☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li>☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</li> <li>☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</li> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> <li>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:             <ul style="list-style-type: none"> <li>• Student elopes from area                 <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:                     <ul style="list-style-type: none"> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear.                 <ul style="list-style-type: none"> <li>○ If students leave the classroom:                     <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).                 <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:                     <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>We will ensure that we utilize components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building for students, as needed and appropriate to setting and individual student requirements.</p> <p>We will be tuned in to triggers within the school environment that students may react to, and be proactive and preventative to reduce antecedent events.</p> <p>We will recognize and train to be supportive and proactive in reducing escalations of behavioral issues students may be experiencing. We are aware that our situation during the COVID-19 pandemic is unusual for students, and will be cognizant that individual students may exhibit behavioral escalations because of added triggers.</p> <p>We will continue to help students build self-regulation skills, in calm and supporting situations.</p> <p>We will train all staff to support de-escalation, and to implement alternatives to restraint and seclusion of affected students.</p> <p>We will assure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students, as well as colleagues. We recognize that different people will react differently to the stress of COVID-19 regulations and rules.</p> <p>We will plan for the impact of behavior mitigation strategies on public health and safety requirements, and note student actions and staff interventions on the appropriate contact log. Our watchwords include: re-regulate without physical intervention, least restrictive environment, empathy, calm verbal interactions.</p> <p>We will wash hands following close interaction.</p> <p>We will note the interaction on the appropriate contact log.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> <ul style="list-style-type: none"> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> <p><input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p><b>Protective Physical Intervention</b></p> <p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</p>	<p>Any space used during student interaction/de-escalation behaviors will be appropriately cleaned and sanitized after use, and before the introduction of other stable cohorts into the space.</p>



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review the “<a href="#">Planning for COVID-19 Scenarios in Schools</a>” toolkit.</li> <li><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<p>We will work closely with the Umatilla County Health Department to continue communication related to current transmission levels, and any new outbreaks related to our location.</p>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the “<a href="#">Planning for COVID-19 Scenarios in Schools</a>” toolkit.</li> </ul>	<p>We will alter instruction delivery if, in the event of an outbreak, we cannot safely bring students into our building. We will continue to</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students.	keep parents and students informed of Umatilla County Health Department advice and instructions related to student health and safety.  We will continue to provide meals for students.

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	We will clean, sanitize and disinfect surfaces and follow CDC guidance for classrooms, cafeteria, restrooms and playgrounds. We will continue our plan for small groups, cohorts and rotating schedules to allow for a safe return to school.



## ASSURANCES

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

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
  - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
  - The [Comprehensive Distance Learning](#) guidance,
  - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
  - [Planning for COVID-19 Scenarios in Schools](#)
- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
  - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
  - The [Comprehensive Distance Learning](#) guidance,
  - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
  - [Planning for COVID-19 Scenarios in Schools](#)

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



## 4. Equity



## 5. Instruction



## 6. Family, Community, Engagement



## 7. Mental, Social, and Emotional Health



## 8. Staffing and Personnel

### Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>
Playground equipment sanitizing	Before students arrive on Monday, August 14, we will have sanitized all playground equipment. We have been working to sanitize and clean the school building, so left the playground equipment for last.