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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	McKinley Elementary School
Key Contact Person for this Plan	Aki Mori
Phone Number of this Person	503-356-2183
Email Address of this Person	aki_mori@beaverton.k12.or.us
Sectors and position titles of those who informed the plan	Aki Mori, Principal Josh Gamez, Chief Facilities Officer Nathan Potter, Administrator for Maintenance Services
Local public health office(s) or officers(s)	Washington County Health Department (WCHD)
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	McKinley Elementary will be used for intermittent 1:1 assessment for MLD and SPED eligibility. Access to the building will be limited to one classroom near the main entrance of the building. General oversight of the facility is the responsibility of the building principal, Aki Mori. Multilingual Department (MLD) and/or Special Education (SPED) staff are responsible to enforce physical distancing during assessments/testing in classroom spaces.
Intended Effective Dates for this Plan	This plan will be in effect from 9/14/20 until 11/14/20.
ESD Region	Washington County ESD

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[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

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.

> Significant efforts were put forth to survey parents on the strengths of Comprehensive Distance Learning (CDL), Hybrid and in-person instruction. Several town halls were held by Superintendent's Office, MLD and SPED. Weekly participation by Beaverton School District (BSD) administrators with the Washington County Public Health on a weekly basis in anticipation of the development of an Operational Blueprint.

3. Indicate which instructional model will be used.

Select One:
☐ **On-Site Learning**   ☐ **Hybrid Learning**   ☒ **Comprehensive Distance Learning**

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

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) 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.
Due to the Governor's report released July 17, 2020 and the current levels of COVID cases in Washington County, BSD will start with CDL on September 14, 2020 and is scheduled to continue with CDL through November 14, 2020 at this time. BSD will provide CDL through virtual learning classrooms supporting interactive lessons in all curricular areas of instruction (K-12). Virtual may be provided by phone, email or zoom per the parent's accessibility and preference. BSD MLD and SPED will utilize McKinley Elementary as an optional site for 1:1 assessment for students. Parents will be provided optional locations throughout the district for assessment locations.

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.

Currently the anticipated timeline is November 14, 2020. BSD is in the process of completing a written hybrid plan and will adjust it accordingly to align with ODE.

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 0d(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 0d(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 0d(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 0d(4) of the *Ready Schools, Safe Learners* guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(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 0d(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
☐ Implement measures to limit the spread of COVID-19 within the school setting. ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☐ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Increased disinfecting of frequently touched surfaces: commonly touched surfaces at the point of entry to the school to include door handles, handrails, drinking fountains, elevator controls, tables, wainscoting, faucets, countertops, labs (computer keyboards and mice), refrigerator handles and vending machines will be disinfected multiple times per day (where applicable).

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	The MLD and SPED evaluation teams will follow all disinfectant requirements and social distancing requirements. The evaluation rooms meet the 35 sq ft requirement per adult/child. Screenings will be completed prior to the evaluation by staff and families and logs maintained.

Following Washington County (aka LPHA) Communicable Disease Guidelines, both Sam Schaffer, MPH and Sue Liong, RN from Washington County Health Services have been involved in the development of these protocols. In addition, Dr. Christina Baumann, Washington County Public Health Officer, has provided consultation in meeting the Communicable Disease Guidelines. BSD school nurses have been integral in establishing screening protocols at school sites.

Training will be completed at the school level to meet individual school needs and concerns, most likely virtually when all staff return to work. |
| ☐ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. | Outbreak guidance, reporting guidelines, and chain of communication dictated by LPHA. |
| ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. | |
| ☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. | Classroom light switches, desk tops, chairs, and phones can be disinfected frequently by certified and classified staff using Oxivir Ready-to-Use (RTU) or Clorox wipes.

Day shift custodians will focus disinfecting on the main office area where building staff have returned to work, restrooms and shared area or equipment between students, staff room, health room, Isolation rooms and hallway wainscoting.

Evening shift custodians will focus disinfecting spaces identified above as well as classrooms, gyms, hallways, drinking fountains, floors, locker rooms and cleaning restrooms.

All custodians will frequently check and stock all soap and paper towel dispensers frequently.

Disinfectant instructions will be closely followed for dwell time on surfaces. Flush drinking fountains thoroughly after spraying and dwell time. |
| ☐ Process to report to the LPHA any cluster of any illness among staff or students. | District nurses have assumed all responsibility for reporting of any illness among staff or students. |
| ☐ Protocol to cooperate with the LPHA recommendations. | The Washington County Health Department will notify BSD nurse Janet Larsen of any positive cases. Upon the receipt of that information, she will contact Shellie Bailey-Shah, Public Communications Officer for BSD.

Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. |
☐ Provide all logs and information to the LPHA in a timely manner.	
☐ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	The school health room has been identified as the isolation room for students being assessed for MLD or SPED.
☐ Protocol to isolate any ill or exposed persons from physical contact with others.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).	The Washington County Health Department will notify BSD nurse Janet Larsen of any positive cases. Upon the receipt of that information, she will contact Shellie Bailey-Shah, Public Communications Officer for BSD. The Communications and Community Involvement (CCI) team will help facilitate sharing the notification letter from Washington County Health Department with the school principal for distribution to the school community withing a timely manner. CCI will assist in having the letter translated into our eight supported language for distribution. Distribution will be done through the School Messenger System. All persons entering the building for MLD or SPED assessments will be screened.
☐ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#). • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☐ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☐ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☐ Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).	All school offices will maintain a log of all students, guardians and staff entering the school for contact tracing. Notations will include locations visited in the school for appropriate follow up cleaning measures. All logs will include the following: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student Outbreak Guidance, reporting guidelines, and chain of communication dictated by LPHA.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☐ All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#))	For Medically Fragile, Complex and Nursing-Dependent Students, School Nurse consultation with parents/guardians and health care provider as to what will be best and safest for the student, will be determined for appropriate assessments. Medically Complex, Medically Fragile and Nursing-Dependent students are identified in Synergy based on parent-provided information.

OHA/ODE Requirements	Hybrid/Onsite Plan

defines three levels of severity related to required nursing services:
1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
☐ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
• Communicate with parents and health care providers to determine return to school status and current needs of the student.
• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
• Service provision should consider health and safety as well as legal standards.
• Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
• Work with an interdisciplinary team to meet requirements of ADA and FAPE.
• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
   o 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.
   o ODE guidance updates for Special Education. Example from March 11, 2020.
   o 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.'
   o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.
	Health Management Plans are developed, and service provided will be based on the needs of the individual students.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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. ☐ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☐ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☐ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☐ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Students will be assessed 1:1 from September 14, 2020 to November 14, 2020. Students will not be a part of a cohort for the purposes of assessment. Appropriate distancing of six feet will be maintained between the student, parent/guardian and staff member.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☐ 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. ☐ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). ☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☐ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	For purposes of assessment of students for services from MLD and SPED, students will be assessed individual and not categorized in cohorts. All cleaning protocols will be utilized as outlined in section 1a above, under the header of "Communicable Disease Management Plan for COVID-19".

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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. ☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☐ 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.	For purposes of MLD and SPED assessment students will be with staff from the time in which they enter the building to exiting. Parent/guardian will be instructed to wait in the lobby of the school in the designated area. Communications and Community Involvement (CCI) has designed all signage fore District buildings related to health screening questions, social distancing, mask wearing and handwashing. Signs are available to the Facilities Department and school staff for printing, posting and distribution.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide all information in languages and formats accessible to the school community.	

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ 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:
 	
• Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
• Emergency signs that require immediate medical attention:
  o Trouble breathing
  o Persistent pain or pressure in the chest
  o New confusion or inability to awaken
  o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  o Other severe symptoms
☐ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
• Additional guidance for nurses and health staff.
☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"
☐ 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.
☐ 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.
	All students will be visually screened by the staff at bus entry and/or building entry during this period of MLD and SPED assessment. When screening indicates that a student may be symptomatic, the students will be directed to the office (health room) and placed in the isolation room.
	
	SPED students transported for assessment purposes will be visually screened upon boarding the bus. A student displaying symptoms of concern will be released back to their parent/ guardian at that stop if the parent/guardian is still present. If not, the student will be placed in the front rows of the bus with a face mask and escorted to the main office upon arrival to the for isolation until the parent/guardian is able to pick up the student.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☐ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"	The only visitor permitted into the school during the MLD or SPED assessment period will be the parent/guardian. Parents/guardians will be directed to the school lobby in a designated area to wait during the assessment process.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☐ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

<p align="center">1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS</p>

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.
 	
 ☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.
 	
 ☐ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
     o Students should not be left alone or unsupervised;
     o 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;
 • Provide additional instructional supports to effectively wear a face covering;
 • Provide students adequate support to re-engage in safely wearing a face covering;
 • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
 	
 ☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
 • Additional guidance for nurses and health staff.
 	
 Protections under the ADA or IDEA
 ☐ 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:
 • Offering different types of face coverings and face shields that may meet the needs of the student.
 • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
 • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
 • Additional instructional supports to effectively wear a face covering;
 	
 ☐ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
 	
 ☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
 • If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
     1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in
	BSD purchased ample supply of disposable face coverings and face shields and will provide them to staff and students in accordance with the OHA/ODE requirements.
	
	 Buses will have face coverings available for students for purposes of transport for SPED assessments. Drivers are required to wear face coverings whenever in proximity to students.

OHA/ODE Requirements	Hybrid/Onsite Plan

the student's plan including on-site instruction with accommodations or adjustments.
2. Placement determinations cannot be made due solely to the inability to wear a face covering.
3. Plans should include updates to accommodations and modifications to support students.
• Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
   o 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,
   o If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
☐ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
☐ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☐ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.	Anyone displaying signs and symptoms will be isolated and sent home as a soon as possible. Isolation protocols and locations are in place as noted in 1f above.

OHA/ODE Requirements	Hybrid/Onsite Plan
• [Additional guidance](#) for nurses and health staff. ☐ 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 symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☐ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in *"Planning for COVID-19 Scenarios in Schools."* ☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

2. Facilities and School Operations

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☐ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: • The ADM enrollment date for a student is the first day of the student's actual attendance.	Students coming to school for MLD or SPED assessment purposes will have already enrolled in the district creating the necessary records and requirements for assessment. 10-day drop is not applicable for the purpose of assessment.

OHA/ODE Requirements	Hybrid/Onsite Plan
- 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. - If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.	
☐ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.	N/A
☐ 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.	An existing part of our enrollment practice.
☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	N/A
☐ 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.	N/A
☐ 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.	N/A

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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).	N/A
☐ 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).	N/A
☐ 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.	N/A
☐ 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.	N/A
☐ 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	N/A

OHA/ODE Requirements	Hybrid/Onsite Plan
environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Any device shared between a student and staff member during MLD or SPED assessment will be sanitized between use.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.	For the purposes of MLD and SPED assessments all appropriate signage and access will be available for handwashing, sanitizing, masking and social distancing.
☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	As noted in 2c any equipment utilized in the process of assessment will be properly sanitized between use.
☐ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	N/A
☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	N/A
☐ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	As noted under OHA/ODE requirements, personal property guidelines will be maintained for both students and staff during assessment periods.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	For assessment purposes students will be entering solely if transported by the district or with a guardian.
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.	N/A
☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device.	All students entering the school for an assessment will enter through the main entrance of the school, logged in (utilizing sign-in/sign-out protocols as noted by OHA/ODE requirements). Each student will be escorted to the assessment area maintaining social distancing.
☐ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas.	Hand sanitizer locations noted in section 1d.
Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Parents/guardians who accompany a student to the school for assessments will designated to the lobby until the assessment is complete

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces *s*o 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.	N/A
☐ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	All items utilized by a student during MLD or SPED assessments will be completely sanitized upon completion of the time with the student.
☐ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	Playgrounds, fields, recess and breaks will not be utilized during this time of assessment through November 14, 2020.
☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	As noted in 1d, hand sanitizing protocols are in place.
☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	
☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance.	N/A
☐ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).	Cleaning protocols will be maintained as outlined in 1a above.
☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	N/A
☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	N/A
☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	N/A
☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	N/A
☐ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	N/A

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry.	N/A
☐ Prohibit self-service buffet-style meals.	
☐ Prohibit sharing of food and drinks among students and/or staff.	Breakfast and lunch will be provided as a grab and go provision outside of the school through November 14, 2020 for children ages 1-18 as authorized by the USDA as of August 31, 2020 through December 31, 2020.
☐ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.	
☐ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance).	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	
☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	
☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	
☐ Adequate cleaning and disinfection of tables between meal periods.	
☐ Since staff must remove their face coverings during eating and drinking, 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.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Bus surfaces disinfected between each run and more rigorously after each route.
☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).	• Drivers visually evaluate and monitor students for obvious signs or symptoms - An identified student will be seated alone in rows 1-2, maintaining a 6-foot distance from the nearest person and given a face covering to wear (if students does not have one)
☐ 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.	- School contacted prior to bus arrival to ensure staff is present to assume responsibility for student - Route Manifest to be used for contact tracing.
• 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.	• Drivers wear face coverings whenever in proximity to students
o 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.	• Face coverings for students available from driver whenever necessary • No students to sit in row directly behind driver
o The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.	• Roof vents and minimum of 6 windows set at first notch to ensure airflow • Work collaboratively with SPED and schools to meet needs of students requiring specialized services
• If arriving at school, notify staff to begin isolation measures.	
o If transporting for dismissal and the student displays an onset of symptoms, notify the school.	
☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.	
☐ Drivers wear face shields or face coverings when not actively driving and operating the bus.	
☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).	
☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC	As noted in 1a, areas of disinfection will be following daily.

OHA/ODE Requirements	Hybrid/Onsite Plan
guidance) environments, including classrooms, cafeteria settings and restrooms.	
☐ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.	
☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	
☐ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	
☐ Schools with HVAC systems 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.	The district will increase ventilation and air exchanges in schools by setting the daily operation schedules to start two hours earlier and run two hours later. During the wetter months in late fall, the district will modify outside air inlet dampers to optimize humidity. Where possible we will lower the CO_2 set point from 1,000 to 1,200 ppm to 600-800 ppm which increased the dilution by doubling the air flow. Older systems do not have CO_2 sensors and the dampers will be adjusted manually.
☐ Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	
☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
☐ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	As noted in 1a, areas of disinfection will be following daily.
☐ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	District nurse collaboration on teams to facilitate the health of all students is current practice and will continue as per usual. BSD District Nurses (1 nurse to 4 schools' ratio)
☐ 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).	BSD follows the LPHA guidelines related to communicable disease prevention and exclusion and frequent consultation is ongoing.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing	N/A

OHA/ODE Requirements	Hybrid/Onsite Plan

• The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.
    • Quarantine of exposed staff or students
    • Isolation of infected staff or students
    • Communication and designation of where the "household" or "family unit" applies to your residents and staff
☐ Review and take into consideration CDC guidance for shared or congregate housing:
    • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
    • Ensure at least 64 square feet of room space per resident
    • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
    • Configure common spaces to maximize physical distancing;
    • Provide enhanced cleaning;
    • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
    • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
    • Fire drills must be conducted monthly.
    • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
    • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
☐ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
☐ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
☐ Drills should not be practiced unless they can be practiced correctly.
☐ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
☐ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.
	Appropriate training and drills will occur monthly as required by ORS and OAR.

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
 	
 ☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
 	
 ☐ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
 	
 ☐ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
 	
 ☐ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
 	
 ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
 	
 ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
 • Student elopes from area
  o If staff need to intervene for student safety, staff should:
   ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
   ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
   ● Wash hands after a close interaction.
   ● Note the interaction on the appropriate contact log.
  o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
 • Student engages in behavior that requires them to be isolated from peers and results in a room clear.
  o If students leave the classroom:
   ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
   ● Ensure physical distancing and separation occur, to the maximum extent possible.
   ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
   ● Wash hands after a close interaction.
   ● Note the interaction on the appropriate contact log.
  o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
 • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
  o If staff need to intervene for student safety, staff should:
	All evaluators, staff, students and parents who enter the on-site evaluation center will be recorded in the contact tracing log for that building.
	
	 Evaluators who will be assessing students who are not on their caseload will reach out to the case manager prior to the assessment to determine what potential behavioral challenges a student may exhibit as well as what the triggers and best responses are. In some cases, this may involve the review of a Behavior Support Plan, when available. Staff will incorporate this information into the testing session to help set the student up for success.
	
	 If a student elopes, staff will follow the student and notify the parent, who will be in close proximity waiting. Staff will utilize strategies to deescalate the student as well as utilize parent input. If the student is unable to regulate, the testing session will be discontinued and the parent will be asked to take the student home for the day. Staff will ensure that any areas the student came into contact with during their elopement are cleaned and sanitized.
	
	 Students will be encouraged to take breaks within the testing area when needed. If the student self-selects a break during the assessment that is outside of the testing area, staff will utilize the designated cleaning time between testingw sessions to clean and sanitize those areas in addition to the testing area.
	
	 Should staff be required to engage in physical intervention in order to support a dysregulated student, they will utilize Safety Care approved strategies.
	
	 Staff will clean/change their PPE in between each student session.

OHA/ODE Requirements	Hybrid/Onsite Plan
● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. 　o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	LPHA will provide outbreak protocol.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	N/A for assessment purposes.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☐ 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.	N/A for assessment purposes.

ASSURANCES

☐ 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 *Include how/why the school is currently unable to meet them*