



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 9/15/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Kings Valley Charter School, Philomath School District
Key Contact Person for this Plan	Jamon Ellingson
Phone Number of this Person	541-9292-2134
Email Address of this Person	Jellingson@kvschool.org
Sectors and position titles of those who informed the plan	Director, Elementary Head Teacher, CTE coordinator, Board Member, High School Head Teacher, HR staff, Office Manager, Preschool Director, SEL Coordinator, Janitorial and Maintenance staff.
Local public health office(s) or officers(s)	Benton County Health Department, District Nurse
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jamon Ellingson
Intended Effective Dates for this Plan	August 26 th , 2020 – June 10 th , 2021
ESD Region	LBLED

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.

With a desire to support the diverse needs of students, families, and employees at Kings Valley Charter School, equity has been our main focus. All families of KVCS have been surveyed regarding the challenges and successes related to Distance Learning for All and their preferences and comfort level for both in-person and distance learning for the 2020-21 school year. This information will be used to improve efficiency and effectiveness.

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.

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). (<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.

More than half of our students come from Polk County. Their rates exceed those outlined in the Governor's/OHA guidelines. The Board carefully weighed risks of opening school at a time when rates of COVID-19 in Oregon continue to rise with the importance of bringing children back to school. The Board plans to consider opening for younger children at their September 28, 2020 Board meeting.

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

We have reviewed the comprehensive Distance Learning Guidance and feel our model aligns. We created an equity team to help consider how we will meet the needs of historically underserved and our families navigating poverty. We are currently evaluating learning management systems to ensure we can meet synchronous and asynchronous learning requirements as well as peer interaction requirements. It is our goal to provide supplemental small group instruction for students who may not be meeting benchmarks and those who exceed them. We will be working closely with our district to ensure we are providing the necessary specialized instruction to meet IEP goals and 504 plan accommodations.

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.

School starts as Comprehensive Distance Learning. Onsite instruction delayed for at least 4 weeks for K-3rd grade and 8 weeks for 4th-12th grade,

- Re-evaluate at September 28th Board Meeting to consider the addition of K-3rd grade Hybrid Model, reintroduction of preschool and possible small group instruction if metrics allow for exceptions and depending on health department guidance.
- Re-evaluate at September 28th Board Meeting to consider the addition of Learning Resource Center at school to provide additional support if requested by families and students.
- Re-evaluate at October 22nd Board Meeting to consider All School on Hybrid Model if metrics allow and potential for K-3rd grade and preschool moving to 4 days per week.

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

Start date changed to September 8th to allow for additional staff training and preparation. Calendar will be reviewed before the December board meeting to determine if additional days are necessary.

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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <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. 	<p>The Philomath School District and Kings Valley Charter School follow the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. The Philomath School District and Kings Valley Charter School also follow School Board Policies GBEB, JHCC and GBEB/JHCC-AR</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> • 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. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). 	<p>Screening/Isolation: Visual screening of all students and staff is outlined in 1e. Potentially symptomatic students will be isolated following guidance outlined in 1h.</p> <p>Contact Tracing: Contract tracing logs will be kept for each student/cohort and staff moving between classes.</p> <p>Implementing physical distancing plans: The PBIS team will incorporate physical distancing and sanitation requirements into school wide expectations and develop training modules for all staff to practice and model these strategies.</p> <p>Outbreak plan: The Philomath School District Outbreak Protocol is outlined in section 3a.</p> <p>4-week history shall be maintained</p> <p>Contacting the local health Authority – Benton County Health Department</p> <p>Local Contact: Paula Felipe, Public Health Program Assistant 541-766-6766 Paula.Felipe@co.benton.or.us</p> <p>Backup contact to above Sara Hartstein, Healthy Communities Manager sara.hartstein@co.benton.or.us 541-766-6250</p> <p>Public Communications Contact: Kelly Locey, Health Department Communications Coordinator kelly.locey@benton.co.or.us 541-224-4597</p> <p>Alyssa Rash, Benton County PIO alyssa.rash@benton.co.or.us 541-745-4468</p> <p>Backup contact to above: Lili'a Neville, Benton County PIO Manager lilia.neville@co.benton.or.us 541-745-6082</p> <p>Reporting Cases/Symptom Clusters Gerald Dyer, Communicable Disease Epidemiologist gerald.dyer@co.benton.or.us 541-766-6654</p> <p>Mary Shaughnessy, Communicable Disease Nurse mary.shaughnessy@co.benton.or.us 541-766-6255</p> <p>After hours phone tree 541-766-6835</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> 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.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 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. <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"> • 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: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ 	<p>Staff</p> <p><i>*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.</i></p> <p>Redeployed options could include:</p> <ul style="list-style-type: none"> • On-line instruction and support • Maintenance projects, custodial work, office work without student/staff contact • Staff could consider all leave options as well <p>Students</p> <ul style="list-style-type: none"> • All students identified as vulnerable, either by a physician, or parent/guardian notification, will be included in comprehensive distance learning or online instruction. • An interdisciplinary team will be developed to modify 504 plans and IEPs to ensure that health officials and KVCS staff accommodate necessary health considerations and support the whole child academically. • Students who experience a disability will continue to receive specially designed instruction • Students with language services will continue to receive English Language Development <p>Visitors/volunteers</p> <ul style="list-style-type: none"> • Visitors/volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan																								
<ul style="list-style-type: none"> ☒ 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. 	<ul style="list-style-type: none"> • Desks will be spaced at 6' • Tables without 6' spacing will have clear plastic dividers when 6' spacing is not possible. (Kindergarten) • All Rooms were measured to determine capacity using 35 sq. ft./person (see table below) This includes staff professional development and gatherings. Note: Room capacity may be reduced based on actual desk and table placement, and deemed acceptable by the health department. • Students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups. • Line up areas are to be marked with visual cues to indicate adequate physical distance. • Outdoor learning spaces to be scheduled to reduce overlap • Since the Prek-12 school uses the same recess and lunch areas, we plan to combine two classroom cohorts to share lunch and recess times, provided the total number of weekly contacts remains below 100 individuals within the week. • Physical distancing will be maintained during staff meetings, training and conferences. <p>In the following table, room capacity estimates include teachers, educational aides and Special Education staff.</p> <table border="1"> <thead> <tr> <th>Classroom</th> <th>Useable sq ft.</th> <th>Estimated Allowable Capacity (# of people 35 sq.ft/person)</th> </tr> </thead> <tbody> <tr> <td>1st/2nd</td> <td>804.5</td> <td>23</td> </tr> <tr> <td>4th/5th</td> <td>854.3</td> <td>24</td> </tr> <tr> <td>Kindergarten</td> <td>837.2</td> <td>24</td> </tr> <tr> <td>2nd/3rd</td> <td>823.1</td> <td>24</td> </tr> <tr> <td>3th/4th</td> <td>816.2</td> <td>23</td> </tr> <tr> <td>Boost</td> <td>154.0</td> <td>4</td> </tr> <tr> <td>Break Room</td> <td>120.0</td> <td>3</td> </tr> </tbody> </table>	Classroom	Useable sq ft.	Estimated Allowable Capacity (# of people 35 sq.ft/person)	1st/2nd	804.5	23	4th/5th	854.3	24	Kindergarten	837.2	24	2nd/3rd	823.1	24	3th/4th	816.2	23	Boost	154.0	4	Break Room	120.0	3
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OHA/ODE Requirements	Hybrid/Onsite Plan		
	Pre school	270.0	8
	Preschool Entry	36.5	1
	Science Lab	992.2	28
	mod4	805.1	23
	mod3	805.1	23
	mod5	826.6	24
	mod6	837.8	24
	mod7	880.8	25
	mod8	880.8	25
	Gym	2,107.3	60 Note: no more than 2 classroom cohorts would eat together at a time, provided total contacts remain under 100/wk
	Stage	282.0	8
	Kitchen Prep	249.9	7
	Kitchen	182.0	5
	Green house 1	242.0	7
	Green house 2	808.2	23
	Mod 2 front	290.0	8
	Mod 2 counselor	178.2	5
	Mod 2 meeting space	99.0	3
	Mod 1 Main Space only	575.2	16
	Main office - waiting	78.0	2
	Main office - staff area	400.0	4

OHA/ODE Requirements	Hybrid/Onsite Plan																																														
	<p style="text-align: center;">Student Population by Grade/Classroom</p> <p style="text-align: center;">Elementary by Grade</p> <table border="1"> <tr><td>Preschool</td><td>12</td></tr> <tr><td>Kindergarten</td><td>18</td></tr> <tr><td>1st Grade</td><td>13</td></tr> <tr><td>2nd Grade</td><td>17</td></tr> <tr><td>3rd Grade</td><td>17</td></tr> <tr><td>4th Grade</td><td>17</td></tr> <tr><td>5th Grade</td><td>19</td></tr> <tr><td colspan="2">Elementary by Classroom</td></tr> <tr><td>Preschool</td><td>6</td></tr> <tr><td>Kindergarten</td><td>18</td></tr> <tr><td>1/2 Classroom</td><td>19</td></tr> <tr><td>2/3 Classroom</td><td>21</td></tr> <tr><td>3/4 Classroom</td><td>21</td></tr> <tr><td>4/5 Classroom</td><td>22</td></tr> <tr><td colspan="2">Middle School: Total 51</td></tr> <tr><td>6th Grade</td><td>18</td></tr> <tr><td>7th Grade</td><td>16</td></tr> <tr><td>8th Grade</td><td>17</td></tr> <tr><td colspan="2">High School: Total 52</td></tr> <tr><td>9th Grade</td><td>11</td></tr> <tr><td>10th Grade</td><td>15</td></tr> <tr><td>11th Grade</td><td>14</td></tr> <tr><td>12th Grade</td><td>12</td></tr> </table>	Preschool	12	Kindergarten	18	1st Grade	13	2nd Grade	17	3rd Grade	17	4th Grade	17	5th Grade	19	Elementary by Classroom		Preschool	6	Kindergarten	18	1/2 Classroom	19	2/3 Classroom	21	3/4 Classroom	21	4/5 Classroom	22	Middle School: Total 51		6th Grade	18	7th Grade	16	8th Grade	17	High School: Total 52		9th Grade	11	10th Grade	15	11th Grade	14	12th Grade	12
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1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <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. <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 <i>Ready Schools, Safe Learners</i> guidance). <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. <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. <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. 	<p>KVCS commits to tracking attendance carefully within each cohort to support essential contact tracing, including bus cohorts, special education and small group cohorts and lunch/recess groupings of cohorts. Cohorts will be managed so that no student interacts with more than 100 individuals in a week.</p> <p>1) Transportation Cohort</p> <ul style="list-style-type: none"> • This is a stable group of students each day. • Stable groups can be varied by AM/PM routes. • Updated contact-tracing logs are required for each run of a route. • In our summer survey about transportation, 80 percent of families responding said they would be willing to transport their children to school if necessary. • We will work to maintain the recommended 3-foot spacing when possible. <p>2) Kindergarten -5th Grade Classroom Cohorts These will be classroom cohorts (i.e., Kindergarten, 1st/2nd, 2nd/3rd, 3rd/4th, 4th/5th)</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	<p>3.) Middle School Cohorts by grade. Classrooms will be cleaned between cohorts.</p> <p>4.) High School Cohorts by 9th, 10th, 11 and 12th. The schedule will determine other cohorts and will be documented to allow for contact tracing.</p> <p>Cohorts will be maintained by physical distancing. Break periods will be staggered. No cohorts will exceed a total of 100 people within the educational week.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <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"> The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <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. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>Communication:</p> <ul style="list-style-type: none"> The school safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan) The school safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. The district safety committee (w/school nurse) will update communicable disease plan with communication protocols.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<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"> Primary symptoms of concern: cough, fever (<i>temperature</i> 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: <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face (lighter skin); greyish lips or face (darker skin) Other severe symptoms 	<p>Screening Students:</p> <ul style="list-style-type: none"> KVCS will communicate expectations about keeping students home when experiencing symptoms related to COVID-19. All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms. Classes in any outdoor learning area will enter through the main with a staff member to conduct the visual screening for symptoms. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a). Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. There are transportation specific screening protocols that must be followed. See section 2i for more information. All staff who do screenings should receive implicit bias training.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." • Additional guidance for nurses and health staff. ☒ 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. 	<ul style="list-style-type: none"> • Student screening should not consider appearance (ie. clothing, hair), personality (shy, etc.), ability, cleanliness, etc. <p>Screening Staff:</p> <ul style="list-style-type: none"> • During annual in-service training for the new school year, staff are encouraged to stay home if they don't feel well or suspect they have been exposed to COVID-19. • Staff are required to report when they may have been exposed to COVID-19. • Staff are required to report when they have symptoms related to COVID-19. • Staff members are not responsible for screening other staff members for symptoms. <p>Ongoing: Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure (even with a negative test result) and until 24 hours after fever is gone without use of fever reducing medicine; 48 hours after diarrhea and vomiting have stopped; and other symptoms are improving.</p> <p>Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school. At the start of school, teachers will ask parents/guardians to provide information regarding existing conditions, such as asthma and allergies, to be kept in a confidential file, that cause coughing, since previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ 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." ☒ 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. 	<ul style="list-style-type: none"> • Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines 	

OHA/ODE Requirements

[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;”
 - Students should not be left alone or unsupervised;
 - 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 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:

Hybrid/Onsite Plan

- All staff, contractors, other service providers, or visitors are required to follow CDC guidelines Face Coverings. Plastic shields have been ordered for front desk staff and all teachers and staff working directly with students.
- Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. Preschool students (age 4) who can tolerate appropriate fitting face masks and are able to take them on and off by themselves will be encouraged to wear them.
- KVCS will follow the guidance and requirements set by ODE regarding face coverings for students protected under ADA or IDEA. All students will maintain access to instruction.
- If a child is unable to consistently wear a facemask, KVCS, in partnership with Philomath School District, will follow guidance provided by ODE related to ADA/IDEA to support students and families.
- Staff are encouraged to model the importance of wearing face coverings. Should a staff member require an accommodation regarding face coverings, they will be required to away from students or may be limited to outdoors only more than 6 feet away from any student; or in a well ventilated room behind a plastic barrier providing one on one instruction (e.g; speech therapy).

OHA/ODE Requirements	Hybrid/Onsite Plan
<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <p><input checked="" type="checkbox"/> For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> 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.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a 	<p>Defer to PSD Communicable Disease Management Plan for appropriate isolation determination and processes.</p> <ul style="list-style-type: none"> • The KVCS Director (or designee) will connect weekly with school nurse on updates for plan and isolation measures taken to that point. • All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. • If student had a medical exemption for wearing masks or if the student is a preschooler (4 yr old) and hasn’t been wearing a mask, a mask will be provided. If staff needs to be in close contact with the symptomatic student (less than 6 feet), staff will be provided with a medical grade face mask and other PPE as needed. The child will not be left unattended. • While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate. • Daily logs must be maintained containing the following:

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ☒ 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. 	<ul style="list-style-type: none"> o Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and o Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs <ul style="list-style-type: none"> • After removing PPE, hands will 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. <ul style="list-style-type: none"> • Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: <ul style="list-style-type: none"> o the passage of 14 calendar days after exposure; and o until 24 hours after fever is gone without use of fever reducing medicine; 48 hours after diarrhea and vomiting have stopped; and other symptoms are improving.



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"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • 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. 	<ul style="list-style-type: none"> • Students and families will be given the option to enroll in fully online distance learning or hybrid learning. • Students enrolled in hybrid learning will participate in in-person learning two days each week and online instruction two days each week. Each classroom, preschool and 4th grade and higher, as described in the chart provided above, will be divided into 2 cohorts, one attending M/T and the other attending Th/F, allowing time for deep sanitizing between cohorts. • In Hybrid mode, when metrics allow, Kindergarten through 3rd grades and academically at risk students may have opportunity (if space allows based on our enrollment numbers and cohort sizes) for four days of in-person lessons

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<p>with supplemental learning available online when approved by KVCS Board.</p> <ul style="list-style-type: none"> • The KVCS Board will consider opening the school for younger grades and at risk students when the following exceptions are met. KVCS falls into the category of remote and rural school within a larger population county. • The following exceptions will be prioritized, provided that: <ul style="list-style-type: none"> • COVID-19 is not actively spreading among the school community; • The case rate in the county is <30 cases per 100,000 populations in the preceding 7 days for the past three weeks; • The test positivity in the county is ≤5% in the preceding 7 days for the past three weeks; and • Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance. • Exceptions: <ol style="list-style-type: none"> 1. Providing in-person education for students in kindergarten through third grade. It is expected that schools will offer in-class options for students in grade K-3 to the extent possible. Younger students get the virus at lower rates, get less sick when they get COVID-19, and seem to spread the virus less than older children or adults. Younger students also need access to in-person instruction to build literacy and numeracy skills critical to their continued learning. 2. Remote and rural school districts with ≤100 total students, and remote and rural private schools with ≤100 students • KVCS adopted the use of Canvas as a new learning management system, enabling hybrid learning and distance learning opportunities to co-occur, allowing symptomatic students to continue learning during a medical absence with those families choosing to learn online only.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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). ☒ 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). ☒ 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. 	<ul style="list-style-type: none"> • Attendance will be taken daily following ODE guidance. • Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. • Teachers will notify the principal when the absence rate has increased by 20% or more. • The principal will report this increase to the RN. • Teachers will use the Respiratory Surveillance Spreadsheet to document students with respiratory illness. <p>In any Model, attendance will be recorded once a day for K-5 once per day and once per scheduled class in 6-12. Students will be counted as present through at least one other method of two-way communication, including:</p> <ul style="list-style-type: none"> • Live Virtual Classroom sessions

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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. 	<ul style="list-style-type: none"> • Assignment submission • Email communication • Phone communication • Posting to Learning Management System <p>For students in fully online learning, two-way communication on two of the 4 days of online learning may include:</p> <ul style="list-style-type: none"> • Live Virtual Classroom sessions • Assignment submission • Email communication • Phone communication • Posting to Learning Management System <ul style="list-style-type: none"> • Families will be provided 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. • The designated attendance team will review individual and school-wide attendance data weekly. <p>Chronic Absenteeism will be addressed by attendance team and following attendance plan</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<ul style="list-style-type: none"> • Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. • Continue Virtual (zoom Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); • KVCS sent out a technology survey in August to learn which students need devices to access distance learning and which households are without Internet access or have poor access; Chromebooks and WiFi hotspots have been delivered. • KVCS has created a Student and Family Support Liaison, a Technology Support Team and Equity Team to ensure that all families have access to what they need and receive timely support for technology issues. • A new technology use policy is being reviewed by the KVCS Board and privacy policies are being reviewed.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. 	<p>Hand Washing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</p> <p>Face Masks: Provide age appropriate face mask education to demonstrate how to wear a mask (over nose and mouth); how to take them off; the importance of physical distancing; and the importance of covering coughs/sneezes.</p> <p>Equipment: All classroom supplies and PE equipment will be</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p>☒ 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.</p>	<p>cleaned and sanitized before use by another student or cohort group. Sharing of supplies will be restricted</p> <p>Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.</p> <p>Events: Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings will be cancelled or held in a virtual format.</p> <p>Transitions/Hallways: Hallway traffic direction marked to show travel flow to follow physical distance requirements. Dismissal will be staggered to reduce students in hallway. When possible teachers to use exits to outdoor spaces.</p> <p>Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups.</p> <ul style="list-style-type: none"> o Line up areas are to be marked with visual cues to indicate adequate physical distance. <p>Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</p> <p>Restrooms: Each cohort will have designated restroom schedules alleviating waiting and large groups. Elementary will use the indoor bathrooms, Middle and High School will use the outdoor bathrooms. Preschool will be given a designated time to use the outdoor bathrooms and cleaned afterwards. All restrooms touch points will be wiped down three times per day with EPA approved disinfectant (e.g., door handles, faucets, latches, etc.)</p> <p>Visual reminders will be used in all restrooms to encourage hygienic practices including:</p> <ul style="list-style-type: none"> • Handwashing techniques • Covering coughs/sneezes • Social distancing • Facial coverings • Covid-19 symptoms

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>☒ 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</p>	<ul style="list-style-type: none"> • Students will have staggered drop-off and pick-up times by cohort and grade level. • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • Each teacher will visually screen and use a sign-in/sign-out protocol to help contact tracing. Students entering school after arrival times will enter through the front door for screening.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>entering school after arrival times must be screened for the primary symptoms of concern.</p> <ul style="list-style-type: none"> Eliminate shared pen and paper sign-in/sign-out sheets. Ensure hand sanitizer is available if signing children in or out on an electronic device. <p>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</p>	<ul style="list-style-type: none"> Staff will fill in the information and not allow a shared pen/paper. Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out. All classes with outside doors will utilize this entrance. Staff will greet students upon entering classrooms for screening protocol Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. Share with families the need to keep drop-off/pick-up interactions as brief as possible. Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Breakfast will be served from 7:45 a.m. to 8:30 a.m. in classrooms

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Seating: 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.</p> <p>☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p>☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating: Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. Kindergarten tables will have dividers between seats. Students will wear masks with increased cleaning frequency.</p> <p>Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</p> <p>Hand Washing: Post age appropriate signage and provide regular verbal reminders or hand washing.</p> <p>Respiratory Etiquette: This will be taught as a school wide expectation. Tissues will be disposed of in a garbage can and hands will be washing after coughing or sneezing.</p> <p>Furniture: All upholstered furniture and soft seating has been removed from the school building.</p> <p>Classroom Procedures: All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student use. Consider other options and elimination of shared passes.</p> <p>Seating: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.</p> <p>Environment: When possible, windows will be open in the classroom before students arrive and left open during the school day, weather and noise level permitting, otherwise, opened after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).</p>	<ul style="list-style-type: none"> Playground(s) will remain closed until other parks in Benton County open for public use. School will post adequate signs sharing this information with the public. At

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ 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. ☒ 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. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>that point, classes may use the playground for recess on a staggered schedule throughout the school day.</p> <ul style="list-style-type: none"> • All playground equipment will be disinfected daily and in between each cohort group when possible (note: This may be restricted based on updated guidance from Health department) • Students must wash hands before and after using playground equipment. • If outdoor spaces are not available, students can have recess in their classroom or athletic field/track. • Cleaning requirements must be maintained; refer to section 3j. • Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. • Cohorts will be designated specific equipment for Recesses. Equipment must be cleaned between uses. • Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used. • The staff lounge will be closed and staff will be encouraged to only congregate outside with physical distancing.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ 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). ☒ 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. 	<ul style="list-style-type: none"> • Meals will be prepackaged by kitchen staff with some food options, meeting all food preparation and nutrition regulations. Students will pick up their food from the cafeteria. Students will no longer be allowed in the kitchen. • Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom. • All meals will be eaten either in the cafeteria, meeting cohort requirements, or in each classroom • All students must wash hands prior to meals. If possible, students will wash hands in the classrooms and at handwashing stations, following handwashing instructions with soap and water for 20 seconds. • Students will not share utensils or other items during meals. • Each table/desk will be cleaned prior to meals being consumed. • Staff will eat meals independently or outside maintaining 6' distancing

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. 	<ul style="list-style-type: none"> • Each bus driver will be required to:

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ 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"> • 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"> ○ 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. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ 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 <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<ul style="list-style-type: none"> ○ Visually screen students for illness ○ Maintain logs for contact-tracing • Each bus will have: <ul style="list-style-type: none"> ○ Recommend three (3) feet of physical distance between passengers ○ six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate. • Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus. • Clean and sanitize buses between cohort routes. • Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. • Buses will have surplus masks for students that do not have them. • All students must wear masks or face shields. KVCS will follow requirements set by ODE regarding ADA or IDEA regarding the use of face masks by children experiencing disabilities or medical conditions.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ 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. 	<ul style="list-style-type: none"> • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day, using an EPA-approved, hydrogen peroxide based cleaner. • Ventilation systems will be (investigated for rooms that don't have them). Existing ventilation systems will be checked and maintained monthly by maintenance staff. • Door handles, desks, and tables will be cleaned between cohort groups. • KVCS ordered a hydrogen peroxide based disinfectant on the EPA list, safe for asthma and without benzoids. • Windows and doors will be opened to outside during the day weather and noise permitting or during student breaks and at the end of each day.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> 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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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). 	<ul style="list-style-type: none"> • Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. • Schools will practice appropriate communicable disease isolation and exclusion measures. • Staff will participate in required health services related training to maintain health services practices in the school setting. • COVID-19 specific infection control practices for staff and students will be communicated. • Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. <p>Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☒ 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. ☒ 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. 	<ul style="list-style-type: none"> • KVCS will develop an online model to practice emergency procedures at home during comprehensive distance learning. • During hybrid model, the following drill schedule will be followed, practiced twice so each cohort group of students and staff can respond to emergencies. <ul style="list-style-type: none"> ○ At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ○ Fire drills must be conducted monthly. ○ Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ○ Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. • Drills will be carried out as close as possible to the same procedures for actual emergencies while practicing COVID-19 safety protocols (all students and staff wearing masks and maintaining social distance as much as possible without compromising the drill. If these measures cannot be implemented, drills will last less than 15 minutes. For example, preschoolers may practice at different times if they are unable to wear masks. • Staff will be trained on emergency procedures with COVID-19 protection measures prior to hybrid learning. • 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.

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"> ☒ 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. 	<ul style="list-style-type: none"> • All staff at KVCS have participated in Tier 1 Collaborative Problem Solving Training during the 19-20 school year. We have established school wide expectations and each classroom has developed classroom expectations that are taught and re-taught frequently, especially after vacations times.

OHA/ODE Requirements

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

Hybrid/Onsite Plan

- KVCS’ PBIS team will implement school-wide internalizing and externalizing behavior screenings to determine which students may benefit from small group social skills instruction to build self-regulation skills.
- Staff are trained to notice escalating behavior and coached on appropriate verbal and non-verbal responses, starting with creating and maintaining positive relationships between students and staff. KVCS works as team to reinforce behaviors we hope to see according to our school wide expectations. We participate in Kindness Week celebrations and elementary classes highlight a positive character trait each month.
- Each classroom from Preschool through 8th grade also implement Second Steps curriculum to teach about prosocial behaviors, managing big feelings and problem solving.
- Re-escalation and self-regulation skills are taught as part of normal classroom routines. During the hybrid model, students will be allowed to keep a personal sensory item, if needed, to help self-regulate. These sensory items will be kept at the student’s space provided it does not distract from learning and will be sanitized after lunch and at the end of the day.
- KVCS’ PBIS team works to train and regularly coach teachers and staff about 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.
- The school Administrator, Counselor and Student and Family Support Liaison are available to respond to a student who has reached a level of dysregulation the teacher cannot support in the classroom setting.
- KVCS will develop a plan for the impact of behavior mitigation strategies based on the following public health and safety requirements:
 - Student elopes from area
 - If staff need to intervene for student safety, staff should:
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts will be noted in the appropriate contact logs.
 - Student engages in behavior that requires them to be isolated from peers and results in a room clear.
 - If students leave the classroom:
 - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
 - Ensure physical distancing and separation occur, to the maximum extent possible.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
 - Wash hands after a close interaction.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <p>☒ 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>Protective Physical Intervention</p> <p>☒ 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>	<ul style="list-style-type: none"> ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ○ Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff will: <ul style="list-style-type: none"> ● 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. ● Spaces that are unexpectedly used to deescalate behaviors will be appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space and PPE staff use to intervene will be sanitized or replaced.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Review the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p>☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<ul style="list-style-type: none"> ● Gerald Deyer, CD Epidemiologist and Mary Shaunnessy, CD Nurse will to meet with PSD nurse prior to in-person school reopening to solidify the Philomath School District’s Communicable Disease Management Plan. ● KVCS will communicate with BCHD if parents, students or staff identify any positive COVID-19 cases; comes into close contact (within 6 ft. of someone for at least 15 minutes) who has tested positive; or if there’s an increase in COVID like symptoms or concerns reported from parents, community or staff. ● Identify baseline absentee rates to determine if rates have increased by 20% or more. ● Modify, postpone, or cancel large school events as coordinated with LHD. ● Work with LHD to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>diagnosed case. Likewise, the LHD will impose restrictions on contacts.</p> <ul style="list-style-type: none"> Establish a specific emergency response framework with key stakeholders. If school closure is advised by the local public health department, consultation should occur between legal and district administration to ensure processes are consistent with legal preparedness processes

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<ul style="list-style-type: none"> See PSD Communicable Disease Management Plan. In the event of a closure, KVCS will initiate the short term distance learning model or comprehensive distance learning model and schedule. The district and KVCS will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<ul style="list-style-type: none"> See PSD Communicable Disease Management Plan. Distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person and distance learning model. In the event of school closure, all students and staff will participate in distance learning temporarily. Consult with Benton County Health Department for guidance on cleaning, sanitizing and disinfecting surfaces. Follow Health Department guidance regarding the return of students and staff for on-site instruction.



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>