



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	King Valley Charter School
Key Contact Person for this Plan	Jamon Ellingson
Phone Number of this Person	54-929-2134
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	Kari-Anne Gonzalez, Jamon Ellingson
Intended Effective Dates for this Plan	February 8 <sup>th</sup> 2021 – June 30, 2021
ESD Region	LBLESD, Albany, OR

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.

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

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

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

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 their preferred educational model. KVCS is providing Comprehensive distance learning and Limited in person instruction available for all students. Our students attend Virtual classes in the morning and those that want/need in person instruction can attend from 1 to 3 p.m. two days per week. As we find success with these models and further surveys of family needs we will determine the next steps to continue supporting our families and staff

3. Select which instructional model will be used:

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

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

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

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

### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

KVCS continues to provide distance learning for all with limited in person instruction to those that need and want it. We would like to continue our work with Limited in-person instruction and make progress towards hybrid model learning as we build confidence in the Covid-19 Protocol

**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 have chosen our learning management systems and online meeting platform for 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.

We are currently serving all students through Limited in person instruction and Comprehensive Distance Learning. We are serving roughly half in each program. We will work with all stakeholders to make decisions that meet the needs of all families and staff.

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

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

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

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



### 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(g)</a>.</p> <ul style="list-style-type: none"> <li>OSHA has developed a <a href="#">risk assessment template</a>.</li> </ul> <p><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.</p> <p><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the <a href="#">Oregon School Nurses Association (OSNA) COVID-19 Toolkit</a>.</p> <ul style="list-style-type: none"> <li>Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule <a href="#">OAR 437-001-0744(3)(h)</a>.</li> <li>OSHA has developed a sample <a href="#">infection control plan</a>.</li> </ul> <p><input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <i>Ready Schools, Safe Learners</i> guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.</p> <p><input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.</p> <p><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school</p>	<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> <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>Point Person at King Valley Charter School – Kari-Anne Gonzalez and Jamon Ellingson</p> <p>A Covid Concerns Survey has been developed and distributed to all staff. The results are shared with key staff for discussion at staff meetings.</p> <p>District Nurse: Lori Haslam Local Contact: Paula Felipe, Public Health Program Assistant 541-766-6766 <a href="mailto:Paula.Felipe@co.benton.or.us">Paula.Felipe@co.benton.or.us</a> <b>Backup contact to above</b> Sara Hartstein, Healthy Communities Manager <a href="mailto:sara.hartstein@co.benton.or.us">sara.hartstein@co.benton.or.us</a></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><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.</li> </ul>	<p>541-766-6250</p> <p><b>Public Communications Contact:</b>  Kelly Locey,  Health Department Communications Coordinator  kelly.locey@benton.co.or.us  541-224-4597  Alyssa Rash,  Benton County PIO  alyssa.rash@benton.co.or.us  541-745-4468  Backup contact to above:  Lili'a Neville, Benton County PIO Manager  lilia.neville@co.benton.or.us  541-745-6082  Reporting Cases/Symptom Clusters  Gerald Dyer,</p> <p>RSSL protocol training on November 30<sup>th</sup>, and January 21. Recordings are available to staff. Staff training in person before starting in person instruction and on the first day. Students are also trained on expectations. Substitutes also receive necessary training</p> <p>KVCS Admin and Custodial Manager are responsible for planning and coordinating with custodian staff to implement the disinfection of schools.</p> <p>All presumptive and confirmed cases at KVCS or involving KVCS staff or students will be reported to the District's nurse, Lori Haslam. She will follow up with LPHA.</p> <p>All KVCS students/staff will receive daily screening (temperature checks) upon entering the school. Any ill person will be isolated per RSSL guidelines.</p> <p>Copy of Logs sent weekly from schools to PSD Nurse. Copies kept on file at the school for at least one month.</p> <p>A cohort tracing log will be placed on each classroom door. All teachers and students will be listed on the form. Any additional people that enter the classroom will be required to sign in on the contact tracing log and immediately wash their hands upon entry. These logs will be kept in a binder within each classroom and can be checked by the District nurse if/when needed.  All itinerant and school staff entering building will enter via the front office and will be required to sign the contract tracing log, get their temperature checked, and will be asked the appropriate health questions before entering the building. Then, they will sign each classroom log if they enter within a designated cohort.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• See supplemental guidance on LPHA/school partnering on <a href="#">contact tracing</a>.</li> <li>• Refer to <a href="#">OHA Policy on Sharing COVID-19 Information</a></li> </ul> <p>☒ 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.</p> <p>☒ 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.</p> <p>☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in <a href="#">ODE's COVID-19 Weekly School Status</a> system.</p> <p>☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p>	<p>Jamon Ellingson, KVCS Executive Director will report this information.</p>

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p>☒ Review <a href="#">Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid</a>.</p> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access</li> </ul>	<p><b>Staff</b></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"> <li>• On-line instruction and support</li> <li>• Maintenance projects, custodial work, office work without student/staff contact</li> <li>• Staff could consider all leave options as well</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• All students identified as vulnerable, either by a physician, or parent/guardian notification, will be included in comprehensive distance learning or online instruction.</li> <li>• 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.</li> <li>• Students who experience a disability will continue to receive specially designed instruction</li> <li>• Students with language services will continue to receive English Language Development</li> </ul> <p><b>Visitors/volunteers</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>professional support such as evidence-based resources from the <a href="#">Oregon School Nurses Association</a>.</p> <ul style="list-style-type: none"> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require <b>use of all space</b> in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> <li>• Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.</li> </ul> </li> <li><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li><input type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p>Overall:</p> <ul style="list-style-type: none"> <li>• Remove extra furniture to make more room</li> <li>• Consider removing fabric-covered furniture</li> <li>• Assign seating to maximize physical distancing and minimize physical interaction. <ul style="list-style-type: none"> <li>• Desks will be spaced at 6’</li> <li>• Tables without 6’ spacing will have clear plastic dividers when 6’ spacing is not possible. (Kindergarten)</li> <li>• 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.</li> <li>• Students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups.</li> <li>• Line up areas are to be marked with visual cues to indicate adequate physical distance.</li> <li>• Outdoor learning spaces to be scheduled to reduce overlap</li> <li>• 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. Or provide lunch in classrooms as deemed appropriate</li> <li>• Physical distancing will be maintained during staff meetings, lunches, training and conferences.</li> </ul> </li> </ul> <p><b>Grades K-12</b> Each class will be split in half to support physical distancing and allow staff to teach COVID protocols and expectations While providing on-</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>site learning for all students the schedules will ensure that cohorts DO NOT come into contact with one another during passing times or during transitions to all other activities</p> <p><b>Additional Considerations:</b> Special education services will be planned and provided for by each Case Manager, in collaboration with the classroom teacher, with administrative and parent input. Most services will be provided using a push-in model within the classroom. However, when 1-1 support is needed, specialists will maintain physical distancing, wear face shields, and use Plexiglas partitions or tri-fold barriers as necessary.</p> <p><b>Speech/Language Pathologist:</b> SLD services will be provided via a combination of in-person and comprehensive distance learning. Speech/language pathologist will work with families to determine the best way to service their children.</p> <p><b>Music:</b> The schedule will include rotations with each class traveling to the music classroom for instruction. Each cohort will be given their own items to use for the lesson and will not share with other classes. Common classroom equipment and furnishings will be cleaned and sanitized between classes.</p> <p><b>PE Instruction:</b> PE classes will be scheduled in the gymnasium or outside, with cohort groups. Classes will be scheduled so there's enough time for cleaning and sanitization between groups. Each cohort will be given their own items to use for the lesson and will not share with other classes.</p>

#### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week<sup>4</sup>, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.</li> <li>☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li>☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> </ul>	<p><b>KVCS commits to tracking attendance carefully within each cohorts 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.</b></p> <p><b>1.) Transportation Cohort</b></p> <ul style="list-style-type: none"> <li>• This is a stable group of students each day.</li> <li>• Stable groups can be varied by AM/PM routes.</li> <li>• Updated contact-tracing logs are required for each run of a route.</li> <li>• We will work to maintain the recommended 3-foot spacing when possible.</li> </ul> <p><b>2) Kindergarten -5<sup>th</sup> Grade Classroom Cohorts These will be classroom cohorts (i.e., Kindergarten, 1<sup>st</sup>/2<sup>nd</sup>, 2<sup>nd</sup>/3<sup>rd</sup>, 3<sup>rd</sup>/4<sup>th</sup>, 4<sup>th</sup>/5<sup>th</sup> Cohorts may be combined when numbers allow.</b></p> <p><b>3.) Middle School Cohorts by grade. Classrooms will be cleaned between cohorts.</b></p> <p><b>4.) High School Cohorts by 9<sup>th</sup>/10<sup>th</sup>, 11 / 12<sup>th</sup>. The schedule will determine other cohorts and will be documented to allow for contact tracing.</b></p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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 <sup>5</sup> , and peers. <input type="checkbox"/> Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. <input type="checkbox"/> Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.	<p><b>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.</b></p> <p><b>Contact tracing logs:</b> Logs will be maintained for the school and all cohorts. Logs will be turned in to the school office at the end of each day. Logs will be sent to PSD Nurse as needed for document maintenance.</p> <p><b>Entrances/Exits, Meals:</b> Student cohorts are assigned to specific entrances based on cohort. Meals times shall be staggered to maintain cohorts.</p> <p><b>Cleaning:</b> See CD Management Plan and RSSL document</p> <p><b>Staff Working with Multiple Cohorts:</b> Staff members interacting with multiple cohorts shall wear masks and shall wash and/or sanitize hands between cohorts. They will keep a log of their contact with individual students and cohorts.</p>

### 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

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"/> Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ( <a href="#">see section 8b</a> of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input checked="" type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule <a href="#">OAR 437-001-0744(3)(d) and (e)</a> . <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> <li>The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.</li> <li>OSHA has developed a <a href="#">model notification policy</a>.</li> </ul> <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>Communication will be shared with students, staff, and families at regular intervals to outline the following in their preferred language:</p> <ul style="list-style-type: none"> <li>Instructional model;</li> <li>Rationale for decision; and</li> <li>Specific infection control measures.</li> </ul> <p>KVCS Staff are responsible for developing communication for students, staff, families and community at the following times:</p> <ul style="list-style-type: none"> <li>Family decisions about sending students to school;</li> <li>Sustained contact and/or confirmed case;</li> <li>Isolation and/or Exclusion;</li> <li>School or community outbreak; and</li> <li>School closure and re-opening plans.</li> </ul> <p>At least monthly the administration will review and update all protocols with staff to ensure compliance and enforcement. Immediate updates will take place when needed.</p> <p>Information will be translated into Spanish.</p>

### 1f. ENTRY AND SCREENING

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



OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.</li> <li>• Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE <a href="#">Communicable Disease Guidance for Schools</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table “Planning for COVID-19 Scenarios in Schools.”</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See “Planning for COVID-19 Scenarios in Schools”</a> and the <a href="#">COVID-19 Exclusion Summary Guide</a>.</li> <li>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</li> <li>☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p>See Communicable Disease Management Plan.</p> <p>Student Screening:</p> <ul style="list-style-type: none"> <li>• Each cohort will be assigned a specific school entry location.</li> <li>• Staff members will be assigned to each entry location to screen students prior to entry.</li> <li>• When screening indicates symptoms, student will be directed to isolation room and the office will be notified. Office staff will contact PSD Nurse and monitor isolation protocols.</li> <li>• Hand washing and hand sanitizing stations will be strategically placed in school.</li> <li>• For students arriving late to school, entry will be through the school office, utilizing appropriate protocols.</li> </ul> <p>Staff Screening:</p> <ul style="list-style-type: none"> <li>• Staff members are required to report when they have been exposed to COVID-19.</li> <li>• Staff members are required to report when they have symptoms related to COVID-19.</li> <li>• Staff will go through screening protocol at the beginning of each school day.</li> </ul>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li>☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school</li> </ul>	<p>At this time, visitors and volunteers will be unable to work in schools or complete other activities that require in-person interaction with students. Adults in the school are limited to essential personnel only. (Includes LBL, DHS, law enforcement, emergency personnel, mental health support, and/or delivery personnel as might be needed.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>property any visitor known to have been exposed to COVID-19. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <p><input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <i>Ready Schools, Safe Learners</i> guidance.</p>	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p><input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.</p> <p><input checked="" type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p> <p><input checked="" type="checkbox"/> Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> <li>• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> <li>○ Students must not be left alone or unsupervised;</li> <li>○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>• Provide additional instructional supports to effectively wear a face covering;</li> <li>• Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> <p><input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><b>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</b></p> <p><input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to</p>	<p>Required PPE will be provided for all school staff members and other essential adults.</p> <p>Required PPE will be available for students as might be needed.</p> <p>Face coverings cannot be required for use by students with:</p> <ul style="list-style-type: none"> <li>• Medical conditions that make it difficult to breathe with face covering;</li> <li>• An identified disability that prevent the use of a face covering.</li> </ul> <p>Removal of face covering by student should never prohibit or prevent access to instruction or activities.</p> <p>ADA accommodations will be address by school as needed.</p> <p>A multi-disciplinary team will meet to determine what accommodations are needed to meet the student’s needs and to protect the health and safety of others. accommodations will be address by school as needed</p>

**OHA/ODE Requirements****Hybrid/Onsite Plan**

minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
- Additional instructional supports to effectively wear a face covering.

For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
2. Not make placement determinations solely on the inability to wear a face covering.
3. Include updates to accommodations and modifications to support students in plans.

- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:

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.

- 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,
- If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.

3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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 shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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. See the <a href="#">COVID-19 Exclusion Summary Guide</a>.</p> <ul style="list-style-type: none"> <li>Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.</li> <li>Consider required physical arrangements to reduce risk of disease transmission.</li> <li>Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li><a href="#">Additional guidance</a> for nurses and health staff for providing care to students with complex needs.</li> </ul> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.</li> <li>After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>If able to do so safely, a symptomatic individual shall wear a face covering.</li> <li>To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p>	<p><b>School Bus:</b> Students developing symptoms on the bus shall be seated in a designated location and taken to the school office immediately upon arrival to school. Students displaying symptoms upon screening will be sent to the supervised isolation area until able to go home.</p> <p><b>School Arrival:</b> Students and staff will be screened upon arrival to school. Students exhibiting symptoms or respond with a YES to screening questions that require exclusion upon arrival will be sent to the supervised isolation area until able to go home.</p> <p><b>During School Day:</b> Students and staff exhibiting symptoms shall be escorted to the isolation room and supervised until they are picked up or sent home.</p> <p><b>Positive COVID-19 Test:</b> Students or staff who have tested positive for COVID-19 will quarantine at home. The person should remain at home for at least ten days after illness onset and 24 hours after fever is gone, without use of fever-reducing medication, and other symptoms are improving.</p> <p>Updated protocol from the Oregon Health Authority and the Oregon Department of education guidance will direct any changes to this criteria.</p> <p>While exercising caution to maintain/ensure safety 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.</p> <p>Maintain student and family confidentiality as appropriate.</p> <p><b>Communication Protocol:</b> KVCS Admin will Contact PSD District Nurse whenever an individual is isolated with symptoms. –</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">“Planning for COVID-19 Scenarios in Schools.”</a></li> <li><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</li> <li><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> <li><input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</li> </ul>	



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>• If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li><input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</li> <li><input checked="" type="checkbox"/> 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</li> </ul>	<p>All students will be enrolled following ODE guidelines.</p> <p>Students may enroll in KVCS CDL, and in person learning or, for participation in fully online instruction</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>documentation from another school that a student has enrolled, drop that student from your roll.</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li><input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.</li> <li><input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.</li> </ul>	

## 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li><input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li><input checked="" type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</li> <li><input checked="" type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</li> <li><input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</li> </ul>	<p>Attendance procedures will encourage students and staff to stay home from school if someone in their house is exhibiting COVID-19 symptoms.</p> <p>School office will maintain documentation for students with respiratory illness.</p> <p>Attendance secretaries will notify the principal when the absence rate has increased by 15% or more.</p> <p>On-site attendance shall be used as a primary attendance indicator. Students not regularly in attendance during days scheduled to be onsite may be considered present through at least one other method of two-way communication, including:</p> <ul style="list-style-type: none"> <li>• Participation in Canvas</li> <li>• E-mail or Phone communication.</li> </ul>

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> <li><input checked="" type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.</li> </ul>	<ul style="list-style-type: none"> <li>• Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution.</li> <li>• Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non-digital distance learning where internet and computers will not be available.</li> <li>• Update family survey: collect information about family technology to support remote learning.</li> <li>• Share the list of all the software and student-facing technology solutions with families.</li> <li>• Plan for adequate technology at home for off-site working, teaching, and learning.</li> <li>• Review technology policies and data privacy policies and update if needed.</li> <li>• Deployment of district-provided hotspots and district-owned wireless access points placed throughout the community will continue to ensure adequate internet access for all families.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>● Handwashing: Provide age-appropriate hand-washing instruction, define appropriate times for hand-washing, and provide hand sanitizer when hand-washing is not available.</li> <li>● Equipment: All classroom equipment and supplies will be cleaned and sanitized before use by another student or cohort.</li> <li>● 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.</li> <li>● 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. Line up areas are to be marked with visual cues to indicate adequate physical distance.</li> <li>● Restrooms: Each cohort will have designated restrooms for use. The restrooms will be cleaned multiple times throughout the day. A system for ensuring only 2 students in the restroom at one time is in place</li> <li>● Transitions/Hallways: Hallway traffic direction will be marked to show travel flow.</li> </ul> <p>Personal Property: All personal property brought to school will be kept in the student's personal cubbie space.</p>

### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p>Students will have designated drop-off and pick-up locations based on cohort and grade level. Families will be informed of the need to keep drop-off/ pick-up interactions as brief as possible.</p> <p>Staff will complete temperature checks and asked appropriate screening questions before students exit their vehicles.</p> <p>Contact tracing logs will be kept on each classroom door.</p> <p>Students entering school late and/or leaving school early, entry will only be allowed through school office.</p> <p>Late arrivals will be held in the secure entry vestibule until screening is complete.</p> <p>Hand sanitizer will be available at all entrances to use during arrival and dismissal.</p>

### 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet</li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>per person; assign seating so students are in the same seat at all times.</p> <ul style="list-style-type: none"> <li>☒ <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li>☒ <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seating:</b> Classroom desks and tables will be arranged allowing students to maintain 35 sq. feet of space and maintain 6' of distance. Students will have assigned seats.</li> <li>• <b>Materials:</b> Each classroom will ensure that all students have their own supplies and will not share items with peers. Hand sanitizer and tissues will be available for use by students and staff.</li> <li>• <b>Hand Washing:</b> Age appropriate signage will be posted and staff will provide regular reminders for hand washing.</li> <li>• <b>Furniture:</b> All upholstered furniture and soft seating has been removed to the extent possible, from the school building.</li> <li>• <b>Classroom Procedures:</b> All classes will use an assigned cubby or storage spaces for individual student belongings. Hall passes will no longer be in use.</li> </ul> <p>Environment: Ventilation is being addressed in every building. Open windows, fans, supplemental ventilation tools outdoor spaces will be used when appropriate.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.</li> <li>☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.</li> </ul>	<ul style="list-style-type: none"> <li>• Classes will use the playground for recess on a staggered scheduled throughout the school day.</li> <li>• Students must wash hands before and after using playground equipment.</li> <li>• In the event of a rainy day, classes may use the gymnasium and library for recess when available. If these areas are not available, students will have recess in their classroom.</li> <li>• Recess activities will be planned to support physical distancing and maintain stable cohorts. This will include limiting the number of students on one piece of equipment, at one game, etc.</li> </ul> <p>Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will set expectations for shared use of equipment by students and will need to support students with schedules for when specific equipment can be used.</p>



## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.</li> <li>☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.</li> <li>☒ Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> <li>☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.</li> </ul>	<p>Staff will wear face coverings while serving meals.</p> <p>Dividers will be set up between students at desks that are 6' apart, and assigned seating will be required of students.</p> <p>Meals may be served in classrooms as needed. Students will have dividers when eating</p> <p>Meals will be served in classrooms. Any change to this plan will be reported to BCHD</p> <p>Hand sanitization will take place before and after meals.</p> <p>Students will not share utensils or other items during meals. There will not be communal amenities such as microwave oven, hot water dispenser or salad bar.</p> <p>Meals will be available for students on their off-site days.</p> <p>Staff can eat within their own classrooms. Or in outdoor areas.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.</li> <li>☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>• If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple</li> </ul> </li> </ul> </li> </ul>	<p>Each driver will:</p> <ul style="list-style-type: none"> <li>• Visually screen students for symptoms of illness;</li> <li>• Maintain attendance logs for contact tracing; and</li> <li>• Wear face coverings.</li> </ul> <p>Each bus will have:</p> <ul style="list-style-type: none"> <li>• Three feet of physical distance between passengers and</li> <li>• Six feet of physical distance between driver and passengers, unless additional student support is required.</li> </ul> <p>Bus will be cleaned and sanitized between routes.</p> <p>Students needing additional support to access school transportation will not be denied access.</p> <p>Bus routes may be adjusted to support cohorting of students.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>windows must be opened to allow for fresh air circulation, if feasible.</p> <ul style="list-style-type: none"> <li>○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.</li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> <p>☒ 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.</p> <p>☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <b>Ready Schools, Safe Learners</b> guidance.</p> <p>☒ 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).</p> <p>☒ Face coverings for all students, applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings. This prevents eating while on the bus.</p> <p>☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.</p>	

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</p> <p>☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</p> <p>☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with <a href="#">CDC guidance</a>.</p> <p>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p>☒ 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.</p> <p>☒ Schools with HVAC systems must 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 shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop</p>	<ul style="list-style-type: none"> <li>• All frequently touched surfaces (e.g., door handles, sink handles, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned multiple times per day.</li> <li>• Ventilation systems will be checked and maintained at-least monthly by maintenance staff.</li> <li>• When appropriate, doors will be opened to encourage ventilation and air circulation.</li> <li>• Classrooms will be equipped with air filtrations systems meeting filtering and sizing requirements.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.</li> <li><input checked="" type="checkbox"/> All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.</li> <li><input checked="" type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li><input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input checked="" type="checkbox"/> Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	

#### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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).</li> </ul>	<p>PSD District Nurse continue to develop, implement, and support preventive health measures.</p> <p>PSD/KVCS remains in constant communication with the Benton County Health Department.</p> <ul style="list-style-type: none"> <li>• KVCS will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.</li> <li>• Schools will practice appropriate communicable disease isolation and exclusion measures.</li> <li>• Staff will participate in required health services related training to maintain health services practices in the school setting.</li> <li>• COVID-19 specific infection control practices for staff and students will be communicated.</li> <li>• Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.</li> </ul>

#### 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</li> </ul>	N/A

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <p><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> <p><b>Exception</b> K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <b>Ready Schools, Safe Learners</b> guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <b>Ready Schools, Safe Learners</b> guidance and any other applicable sections, including Section 2L of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li><input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.</li> <li><input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</li> <li><input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> <li>• Limit travel to essential functions.</li> <li>• Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.</li> </ul> </li> <li><input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> <li>• Complete a quarantine at home for 14 days* prior to traveling to the school, OR</li> <li>• Quarantine on campus for 14 days.*</li> </ul> </li> </ul> <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <p><input type="checkbox"/> Student transportation off-campus is limited to medical care.</p>	

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency</p>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <ul style="list-style-type: none"> <li>At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>Fire drills must be conducted monthly.</li> <li>Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<ul style="list-style-type: none"> <li>KVCS will develop an online model to practice emergency procedures at home during comprehensive distance learning.</li> <li>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"> <li>At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>Fire drills must be conducted monthly.</li> <li>Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> </li> <li>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.</li> <li>Staff will be trained on emergency procedures with COVID-19 protection measures prior to hybrid learning.</li> <li>Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Each classroom from Preschool through 8<sup>th</sup> grade also implement Second Steps curriculum to teach about prosocial behaviors, managing big feelings and problem solving.</li> <li>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</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> </ul> </li> </ul> <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• KVCS will develop a plan for the impact of behavior mitigation strategies based on the following public health and safety requirements: <ul style="list-style-type: none"> <li>○ Student elopes from area</li> <li>○ If staff need to intervene for student safety, staff should: <ol style="list-style-type: none"> <li>1. Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>2. Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>3. Wash hands after a close interaction.</li> <li>4. Note the interaction on the appropriate contact log.</li> </ol> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts will be noted in the appropriate contact logs.</li> <li>○ Student engages in behavior that requires them to be isolated from peers and results in a room clear.</li> <li>○ If students leave the classroom: <ol style="list-style-type: none"> <li>1. Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>2. Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>3. Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>4. Wash hands after a close interaction.</li> <li>5. Note the interaction on the appropriate contact log.</li> </ol> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> <li>○ Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).</li> <li>○ If staff need to intervene for student safety, staff will: <ol style="list-style-type: none"> <li>1. Maintain student dignity throughout and following the incident.</li> <li>2. Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>3. Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>4. Wash hands after a close interaction.</li> </ol> </li> </ul> </li> <li>• Spaces that are unexpectedly used to deescalate behaviors will be appropriately cleaned and sanitized after use before</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	the introduction of other stable cohorts to that space and PPE staff use to intervene will be sanitized or replaced.

### 2o. PROTECTIVE PHYSICAL INTERVENTION

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



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<ul style="list-style-type: none"> <li>Coordinate communication and action with the Benton County Health Department.</li> <li>PSD District Nurse is the contact person identified for any school concerns.</li> </ul> <p>If the region impacted is in Benton County Health Authority, will provided school centered communication and will potentially host conference calls.</p>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “ <a href="#">Planning for COVID-19 Scenarios in Schools</a> ” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students.	<p>Establish KVCS Response Team for making any Immediate, necessary adjustments should infection rates increase. Actions may include:</p> <ul style="list-style-type: none"> <li>Temporarily dismiss students attending school childcare and K-12 schools; o Modify, postpone, or cancel large school events; o Establish timely communication with staff and families.</li> <li>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 diagnosed case.</li> <li>Establish a specific emergency response framework with key stakeholders.</li> <li>If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes</li> <li>Identify baseline absentee rates to determine if and when rates have increased by 15% or more.</li> </ul> <p>See Communicable Disease Management Plan.</p> <ul style="list-style-type: none"> <li>Identify baseline absentee rates to determine if the rates have increased by 15%.</li> <li>Temporarily dismiss students attending childcare facilities and K12 schools.</li> <li>Modify, postpone, or cancel large school events as coordinated with BC Public Health.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> <li>Work with BC Public Health to establish timely communication with staff and families.</li> </ul> <p>When novel viruses are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse on the diagnosed case.</p>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><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.</li> </ul>	<p>Comprehensive Distance Learning (CDL) will remain in place during any time of school closure due to COVID-19, unless staffing levels are insufficient to support this model.</p> <p>Ongoing consultation with the Benton County Health Department regarding re-opening considerations.</p> <p>If school closure is advised by Benton County Public Health, consultation will take place with legal counsel, union leadership, and PSD administration to ensure processes are consistent with legal preparedness protocols.</p> <p>Teachers will plan for Comprehensive Distance Learning (CDL) to support all learners in times of need for this instructional model.</p> <p>Follow guidance for cleaning to allow for re-opening</p>



## 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>