



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/30/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Nestucca Valley School District Nestucca Elementary School Nestucca Junior Senior High School Nestucca Valley Early Center
Key Contact Person for this Plan	Misty Wharton
Phone Number of this Person	(503)392-3194 x-404
Email Address of this Person	mistyw@nestucca.k12.or.us
Sectors and position titles of those who informed the plan	Misty Wharton, Superintendent Ken Richwine, Jr./Sr. High Principal Chad Holloway, Elementary Principal Megan Kellow, Student Services Director
Local public health office(s) or officers(s)	Tillamook County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Misty Wharton, Superintendent
Intended Effective Dates for this Plan	January 18, 2021 to June 30, 2021
ESD Region	Northwest Regional ESD

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.

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

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

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

We have collected data and feedback (via online survey) regarding Distance Learning successes and struggles, technology availability/needs for next school year and the preference of parents and students for the structuring of the 2020-21 school year. Surveys were provided in each family's native language. A further survey was conducted to gauge any changes in attitudes toward CDL versus in person learning.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

The decision to begin our 20-21 school year in a comprehensive distance learning model was based on the metrics provided by the state, the recent increase of confirmed Covid-19 cases in our small, rural community, feedback from our families and staff, as well as limited access to resources that would allow us to meet the requirements for an on-site learning and/or hybrid learning model. At this time, the Nestucca Valley School District believes that comprehensive distance learning is the safest plan for our students, staff and greater community

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.

N/A

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.

The Nestucca Valley School District plans to implement a comprehensive distance-learning program during the first nine-week grading period. During this time, we will be closely monitoring and meeting on a weekly basis (minimum) to discuss the district's ability to move into an on-site or hybrid learning model as soon as we are able to do so. As we go through this process, we will adjust our blueprint plan to reflect the current data within Tillamook County, as well as any new guideline set forth by the state. We will be including staff, students, families and stakeholders in these discussions as well. At its regularly scheduled meeting the School Board directed CDL continue through the end of quarter two in January. However, the district plans to begin offering LIPI in January to support ongoing engagement and attendance.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Health Metrics for Returning to In-Person Instruction

OPERATING WITHIN THE GENERAL METRICS

- The school meets eligibility for the "Safe Harbor Clause" as they were operating with in-person instruction in compliance with previous metrics, including under any prior exceptions. *Unless operating under an exception in section 0d of the **Ready Schools, Safe Learners** guidance, if the school is located in a county with metrics in the "Distance Learning" column of the metrics chart, then the school must transition to distance learning by January 4, 2021.*
- The school currently meets the General Metrics to successfully reopen for in-person instruction in an On-Site or Hybrid (On-Site and Distance Learning) model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school is small and remote (enrollment ≤ 75) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the conditions required for to provide in-person instruction under the low population density, large population county exception (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school is eligible for an emergency waiver for in-person instruction due to the impact of wildfires (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. 	<ul style="list-style-type: none"> • Nestucca Valley Elementary School and Jr/Sr High School for follows the published Communicable Disease Guidance from the Oregon Department of Education and the Oregon Health Authority.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</p>	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. 	<p>All staff and students' families have been given the opportunity to self-identify as medically vulnerable or living with a vulnerable staff member.</p> <p>Students</p> <ul style="list-style-type: none"> • All students identified as vulnerable, either by a physician, or parent/guardian notification, or if requested by parents/guardians, will be enrolled in off-site only learning with virtual check-ins with a licensed teacher each school day. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development. • Students identified as vulnerable that want to attend on-site learning will be required to submit a waiver from a doctor. <p>Staff</p> <ul style="list-style-type: none"> • High-risk staff members will either be assigned to online instructional support or work tasks without in-person contact (i.e., maintenance projects or office work) or have their leave options explored with Human Resources. <p>Visitors/Volunteers</p> <p>Non-essential visitors and volunteers will be unable to work in our schools, or complete other volunteer activities that require in-person interaction at this time. Adults in schools are limited to essential personnel only. See section 1g for a list of essential visitors NOTE: <<<<>>>>at elementary schools are essential to basic needs of children.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ul style="list-style-type: none"> • Remove extra furniture to make as much usable space within the classroom. • Assign seating to maximize physical distancing and minimize physical interaction. • Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. • Physical distancing in all daily activities and instruction will be supported, striving to maintain at least six feet between individuals whenever possible. • Classrooms, hallways, and other spaces will have visual cues (e.g., floor decals, colored tape or signs) to illustrate traffic flow, appropriate six feet spacing, and seating areas. • Add schedule modifications as one way to limit the number of students in the building (see 2e). • Maintain physical distancing in all staff meetings and conferences when physical distancing is not possible utilize web based meetings.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools 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. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. 	<p>Daily Logs</p> <ul style="list-style-type: none"> • Every building will have a daily sign-in log documenting each person who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing). • Each bus driver or bus monitor will be required to maintain daily logs for the purpose of contact-tracing (see section 2I). <p>Cleaning and Hygiene</p> <ul style="list-style-type: none"> • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between multiple student uses, even in the same cohort. • Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<ul style="list-style-type: none"> • Shared objects will be limited as much as possible and cleaned between uses. • There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer. • Hands must be washed with soap and water before meals and after the bathroom, but hand sanitizer can be used at all other times. <p>Cohorts for Hybrid When Started</p> <ul style="list-style-type: none"> • Students utilizing district provided transportation are part of a separate cohort, which may vary by AM/PM routes. • K-5 grade level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, music, PE, etc.) to the extent possible. • Secondary cohorts are maintained in block scheduling and will be stable each quarter to the extent possible. • Each cohort will eat separately and be maintained during breaks and activities. <p>LIPI</p> <ul style="list-style-type: none"> • Cohorts will be limited to 20 and students will be part of no more than two cohorts • Staff will not interact with more than 3 cohorts in a day and 5 in a week. • Students will spend no more than 2 consecutive hours in the school building a day. • Each cohort will be provided with at least 35 square feet per student and six feet of physical distance.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> • 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. ☒ 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. ☒ Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> • Prior to on-site learning, the District COVID Mitigation Team will communicate the infection control measures that are being implemented to prevent the spread of the disease. • The District will utilize protocols provide by ODE and OHA: Planning for COVID-19 Scenarios <ul style="list-style-type: none"> ○ What to do if you suspect you or your family members may be symptomatic? ○ What to do if in close contact with a confirmed case? ○ How does the district respond when a new case has been confirmed? • Communication will be shared with families and staff as updated information is available. • Protocols and information will be available on the Nestucca Valley School District Website. <p>Information will be made available in languages and formats accessible to the school community.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> • 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. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, <i>new</i> nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p><input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." • Additional guidance for nurses and health staff. <p><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>Screening on Entry</p> <ul style="list-style-type: none"> • Students and staff are directed to stay home if they do not pass the self-screening. • All students will be visually screened by trained staff for symptoms on entry to bus and school buildings every day. • Parents will be asked to report actual symptoms when calling students sick as part of communicable disease surveillance. • Staff are required to report when they may have been exposed to COVID-19 or they have symptoms related to COVID-19. • Staff are not responsible to screen other staff members for symptoms (staff members are expected to screen themselves daily before reporting to any school district building). <p>Hand Hygiene on Entry</p> <ul style="list-style-type: none"> • All people entering the building shall wash or sanitize hands on entry to school buildings every day. • Handwashing stations or hand sanitizer dispensers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. <p>Symptomatic Staff and Students</p> <ul style="list-style-type: none"> • Anyone displaying or reporting symptoms of concern at school must be isolated (see section 1i) and sent home as soon as possible. <p>Existing Conditions</p> <ul style="list-style-type: none"> • We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p><input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</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 this guidance.</p>	<ul style="list-style-type: none"> • Non-essential visitors/volunteers will be unable to work in schools, or complete other volunteer activities that require in-person interaction, at this time. • Adult visitors in schools are limited to essential personnel (service providers, contractors, ESD personnel, etc.) only. • Staff members such as student teachers, substitute teachers, counseling interns, practicum students, and other itinerant staff are not considered visitors. <p>Essential personnel/volunteers/visitors are required to:</p> <ul style="list-style-type: none"> • Wash or sanitize their hands upon entry to the school buildings. • Be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. • Wear a face covering.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> Maintain six feet of physical distance between themselves and all other people on campus to the maximum extent possible. Pass self-screening before entering the school building.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative 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 checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. 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"> 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"> Students must not be left alone or unsupervised; 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; Provide additional instructional supports to effectively wear a face covering; Provide students adequate support to re-engage in safely wearing a face covering; Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <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"> Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA:</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 minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> 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. 	<p>Face Shields and Barriers</p> <ul style="list-style-type: none"> Clear plastic barriers or face shields are required (in addition to masks) and will be provided for: <ul style="list-style-type: none"> Front office staff Speech Language Pathologists <p>Face Masks (Medical Grade PPE)</p> <ul style="list-style-type: none"> School Registered Nurses or other medical personnel providing direct contact care and/or monitoring staff/students displaying symptoms are required to wear medical grade PPE. <p>Face Coverings</p> <ul style="list-style-type: none"> Face coverings are not synonymous with face masks (face coverings may be a cloth, paper, or disposable face covering that covers the nose and the mouth and are not necessarily medical grade). If face coverings are worn, they should be washed daily or a new covering worn daily. Guidance will be given to staff and families about washing masks. Face coverings are required and are provided for all school district staff. If staff members cannot wear a mask, a doctor’s note must be provided and accommodations will be explored. <p>Face coverings are NOT recommended for:</p> <ul style="list-style-type: none"> Children of any age should not wear a face covering: <ul style="list-style-type: none"> If they have a medical condition that makes it difficult for them to breathe with a face covering; If they experience a disability that prevents them from wearing a face covering; They are unable to remove the face covering independently; or While sleeping. If children cannot wear a mask at school, a doctor’s note must be provided and accommodations will be explored.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> • 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 evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. 	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse 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. • 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. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in “Planning for COVID-19 Scenarios in Schools.” ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review. 	<ul style="list-style-type: none"> • A separate designated area will be available for “well” students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area. • Designated school staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, ODE/OHA guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day. • A primary isolation area will be designated for symptomatic students. Supervision will be provided by the District Nurse or school personnel trained by the District Nurse. If necessary, secondary isolation areas will be identified in collaboration with the District Nurse and site administrator. • Students will be provided face coverings if they are able to safely wear one while in the isolation area. • Staff caring for ill students will wear face coverings and maintain physical distancing, when possible, when monitoring and caring for a symptomatic student. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • Daily logs will be maintained and contain the following: <ul style="list-style-type: none"> ○ Name of Student ○ Symptoms ○ Onset of symptoms/illness ○ Time in/out of isolation area ○ Name and contact information of parent guardian picking student up • Every effort will be made to maintain student confidentiality. <p>Exposed or Symptomatic Students and Staff</p> <ul style="list-style-type: none"> • Staff and students who are ill, who are displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or TCHD guidance, or who have suspected or known COVID-19, must stay home from school or cannot remain at school. • ODE’s guidance, Planning for COVID-19 Scenarios in Schools, will be followed. • In no case can students or staff return to campus before: <ul style="list-style-type: none"> ○ The passage of 10-14 calendar days after exposure; and Symptoms have been resolved for 24 hours without the use of anti-fever medications.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines • Students and families will be given the option to enroll in hybrid learning or off-site/online only learning. • Hybrid learning and off-site only learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. • No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ○ Are identified as vulnerable, or otherwise considered to be a part of a population vulnerable to infection with COVID-19 have COVID-19 symptoms for the past 14 days <p>LIPI</p> <ul style="list-style-type: none"> • Students will be requested to participate in LIPI but not required.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the 	<ul style="list-style-type: none"> • Attendance will be taken daily on instructional days

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p>☒ 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).</p> <p>☒ 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.</p> <p>☒ 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.</p> <p>☒ 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.</p>	<ul style="list-style-type: none"> Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick Students enrolled in hybrid learning will be counted as present through at least one other method of two-way communication, including: <ul style="list-style-type: none"> Assignment submission Email communication Phone communication Video Conference attendance For students in off-site/online only learning, two-way communication on at least each weekday may include: <ul style="list-style-type: none"> Live video class session Assignment submission Email communication Phone or video communication The building principals will review individual and school-wide attendance data weekly. Attendance staff will notify principal/district staff when absence rate has reached 10% or more. <ul style="list-style-type: none"> Designee will report this increase to nurse, Attendance practices will encourage staff and students to stay home when they are sick without fear of penalty.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).</p> <p>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<ul style="list-style-type: none"> Conduct and confirm family technology connectivity survey Inventory technology and connectivity resources Strive for 1:1 device and 100% connectivity at home Budget for technology support and replacement costs Develop safety protocols for distribution, collection, and replacement of technology

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</p> <p>☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p>☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p> <p>☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p>☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.</p>	<ul style="list-style-type: none"> Handwashing: All students will have access to hand washing before meals and snacks are served and after restroom use. Opportunity for frequent hand washing/sanitizer stations will be provided throughout the school day when students are present. Equipment: All classroom supplies, playground equipment (to the extent possible) and PE equipment will be cleaned and sanitized before use by another student or cohort group. Sharing of classroom supplies will be limited. Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Schools will consult local fire/police department to ensure safety of all students/staff Events: Field trips will be reviewed individually and will need to meet social distancing, safety precautions and ensure proper supervision. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> ● Transitions/Hallways: Hallway traffic direction marked to show travel flow. Lining up will be limited and used only when necessary, socially distanced, and visibly marked. ● Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. ● Restrooms: Limit to 2 students in the restroom at a time for elementary. Elementary students will use the individual bathrooms within their designated classroom, where applicable. These classrooms will be cleaned daily. For those classrooms that do not have a bathroom, students/cohorts will be assigned a designated bathroom. Restrooms will be routinely cleaned throughout the day by schedule.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Screening Students: Students will be visually screened by trained staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the designated isolation area to be further screened. <i>*Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs</i></p> <p>(Entry) All Students and Cohorts</p> <ul style="list-style-type: none"> ● Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. <ul style="list-style-type: none"> ○ Staff will fill in the information and not allow a shared pen/paper or scan their badge. ○ Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out. ● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. ● Share with families the need to keep drop-off/pick-up interactions as brief as possible. ● Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot. <p>Dismissal:</p> <ul style="list-style-type: none"> ● Students will remain in their assigned cohort at the end of the day until released by teacher, bell, or intercom announcement, on cohort at a time, to maintain staggered dismissal times. <p>Upon dismissal, all students will go directly to their bus or departure point from campus.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. 	<ul style="list-style-type: none"> ● Seating: Classroom layout will allow for desks/tables to be at least 6 feet apart and students will be assigned to the same seat at all times. ● Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</p> <ul style="list-style-type: none"> • Handwashing: Frequent handwashing and prior to each meal/snack and after restroom use will be required of students. • Respiratory Etiquette: Staff will teach, reinforce and monitor student's etiquette/practice for sneezing, coughing, conversing and other respiratory functions. • Furniture: All upholstered furniture and soft seating has been removed from the school buildings. • Classroom Procedures: All K-6 classes will use an assigned cubby or storage spaces for individual student belongings.. Shared restroom/hall passes will not be used. All shared spaces (e.g., computer lab, library, and gymnasium) will be cleaned between cohort uses. • Seating: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. • Environment: Teachers may hold classes outside when possible and encourage students to spread out.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. 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 CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<ul style="list-style-type: none"> • Playground(s) will remain closed for public use. Schools will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered schedule throughout the school day. • All playground structures will be disinfected daily and in between each cohort group. <ul style="list-style-type: none"> ○ Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). • Students must wash hands or use hand sanitizer before and after using playground equipment. • Cleaning requirements must be maintained; • Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. <p>Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, staff will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. 	<p>Nestucca Valley School District will continue to provide meal service to students on-site (and off-site to the extent possible) and in compliance with federal requirements for meals.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff must eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<ul style="list-style-type: none"> • Health and safety standard protocols will be followed by staff. • Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance. • Face coverings and gloves will be required for Food and Nutrition Services workers and all other staff at all times when serving food and cleaning or sanitizing an item or surface. • Each table/desk will be cleaned prior to meals being consumed. • All students must wash hands prior to meals and should be encouraged to do so after. If possible, students will wash hands in the classroom. If not, students will follow hallway and restroom procedures above. • Staff may deliver school meals to the classroom or students may pick up food in the cafeteria and return to their classroom to eat as scheduled. • Physical distancing requirements must be maintained in transit. • Touch-points in the cafeteria will be sanitized between stable cohorts. • All meals will be eaten in the classroom or designated area with cohort groups. • Students will not share utensils or other items during meals. • Cohorts may eat outside when possible.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ 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. ☒ 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"> • 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"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and 	<ul style="list-style-type: none"> • Bus drivers are required to wear face coverings at all times. • Each bus driver/staff will be required to: • Visually screen students for illness • Follow entry and screening procedures (Training will be provided by the school nurse). • Maintain logs for contact-tracing using procedures from 1a above. • Each bus will have: <ul style="list-style-type: none"> ○ the recommend three (3) feet of physical distance between passengers ○ the recommended six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate. ○ Visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus. • Clean and sanitize buses on a regular basis and as directed with the product used. Targeted cleanings of frequently touched surfaces on a regular basis. • Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. • If a student displays COVID-19 symptoms, transportation staff will provide the student with a face covering, keep the

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>require specialized transportation as a related service) to appropriately provide service.</p> <ul style="list-style-type: none"> ☒ 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, as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<p>student at least 6 feet away from others, and continue transporting the student.</p> <ul style="list-style-type: none"> ○ If arriving at school, notify school staff to begin isolation measures. ○ If transporting for dismissal, notify the school who will contact the family. <p>Before leaving home, all students are expected to pass the self-screen.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ 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 CDC guidance. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems 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 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). ☒ 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. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC’s guidance on disinfecting public spaces). 	<ul style="list-style-type: none"> • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day. • Operations of Outside Air <ul style="list-style-type: none"> ○ Minimum of 5% open during unoccupied or when temperature is too high or too low. All of the OSA setups are per ASHRAE standards for building size and occupancy level and our regional zone. In our schools we have mechanical, which are controlled with each system and by an override that is in the controls program. We also have manual dampers on some of the older systems that are set at 75% open with no adjustment needed. ○ OHES: All of the units here are built up economizers that have an enthalpy sensor that is set at the “B” setting. These are also adjustable via the controls program and are set up with a minimum setting of 5% and function the same as above. <p>*Filters currently in use are a Merv 8 filter and will be changed to a Merv 13 filter to assist in the removal of particles from the air stream.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). <input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<ul style="list-style-type: none"> • Nestucca Valley Elementary School will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. • Nestucca Valley Elementary School will practice appropriate communicable disease isolation and exclusion measures. • Staff will participate in required health services related training to maintain health services practices in the school setting. • COVID-19 specific infection control practices for staff and students will be communicated. • Staff will review 504 and IEP accommodations and the school nurse will be advised to address vulnerable populations. <p>Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	N/A

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>Exception</p> <ul style="list-style-type: none"> <input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance. <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. <input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. <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"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR • Quarantine on campus for 14 days (or current CDC recommended time period). <input type="checkbox"/> Student transportation off-campus is limited to medical care. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <input 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. <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly. <input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input 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). 	<ul style="list-style-type: none"> • All students will be instructed on emergency procedures pursuant to ORS 336.071 and OAR 581-022-2225. • When practicable COVID-19 physical distancing measures will be implemented. • Staff will be trained on safety drills prior to the students' arrival on campus. • Students will wash or sanitize hand after drills are complete.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <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. <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. <input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <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. <input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> • Preplan for a clean and safe alternative space that maintains physical safety for the student and staff • Ensure physical distancing and separation occur, to the maximum extent possible. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention 	<ul style="list-style-type: none"> • For students who still need to develop self-regulation skills, instruction will be provided using a framework that focuses on collaborative problem solving. • When developing supports for individual students, the triggers within the environment will be identified to proactively reduce the frequency of escalated events. • Plans will be developed to respond to situations where students’ behavior is unsafe due to escalation (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). <ol style="list-style-type: none"> 1. Identify antecedent and setting events to minimize staff and student dysregulation. 2. Respond to new and different antecedents and setting events as they present throughout the 20-21 school year. • Within the daily schedule, incorporate consistent opportunities for all students to build and practice self-regulation skills. • All staff will be trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. • All staff will be 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. • Plans will be developed to support students when behavior has the potential to impact public health, including students leaving assigned areas, student isolation for safety reasons, and physically aggressive behaviors. <ol style="list-style-type: none"> 1. Maintain physical distancing to the maximum extent possible 2. Any unexpected interactions with stable cohorts must be noted on the daily contact log. 3. Staff will sanitize/wash hands after a close interaction. 4. Students who are unable to comply with behavior expectations and maintain safety, will have their status in the hybrid instructional model reviewed. <ol style="list-style-type: none"> 1. For students with an IEP, a meeting will be convened to review the child’s placement. 2. For all other students, a move to virtual learning will be recommended

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).</p> <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <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>	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input 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 Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.</p>	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<ul style="list-style-type: none"> ● Establish a District COVID Mitigation Team which includes at minimum the District Nurse and the Assistant Superintendent of Student Programs with defined team member roles and contact information. ● Share District COVID Mitigation Team member names and contact information with TCHD. ● Identify baseline absentee rates in order to determine if rates have increased by 10% or more at any given time. ● Implement a system to notify District Nurse when rates reach threshold. ● The District Nurse will review data, evaluate illness symptoms for absenteeism, and notify TCHD if COVID-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed COVID-19 cases among students or staff. ● The District Nurse will notify the Site Administrator and Assistant Superintendent of findings. ● District Nurse, Assistant Superintendent, and Site Administrator will collaborate with TCHD and follow their direction to determine next steps which may include: <ul style="list-style-type: none"> ○ Parent/guardian communications

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> ○ Potential exposure notifications ○ Temporary student exclusions ○ Temporary school or cohort exclusions ○ Modification or cancellation of school events ○ School closure <p>TCHD will recommend in-person school closures or restrictions, that as they learn about new cases.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students. 	<ul style="list-style-type: none"> ● Follow the District Communicable Disease Plan (available online), collaborate with TCHD, and follow TCHD guidance. ● In the event of a closure, the district will initiate short-term school closure with Distance Learning for All and continued food services. ● School events will be modified, postponed, or cancelled as coordinated with the TCHD. ● The District Administrative Team with the District Nurse and TCHD will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume. <p>For Suspected or Known Individual or Family COVID-19 Cases:</p> <ul style="list-style-type: none"> ● District Nurse will be immediately notified by school or via TCHD. ● If notified by school, District Nurse will contact family and health care provider, if appropriate, to gather data and contact TCHD. ● If notified by TCHD, the District Nurse will notify Site Administrator and Assistant Superintendent, and collaborate with TCHD, providing log sheets, attendance information, and potential contact information to TCHD following their direction to determine next steps as listed above. ● Every effort will be made to maintain student confidentiality. <p>For Regional Impact The District COVID Mitigation Team inclusive of District Nurse, Assistant Superintendent, and Superintendent will collaborate with TCHD to determine and address any steps needed under the direction of the TCHD.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<ul style="list-style-type: none"> ● Plans for hybrid learning and off-site only learning will allow the school community to move to off-site distance learning in the event of school closure. ● If school closure is advised by the TCHD, consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. ● Follow TCHD guidance regarding the return of students and staff for on- site instruction. ● The District will communicate with families about options and efforts to support returning to hybrid learning and share estimated timeline for re-opening.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Consult with TCHD for guidance on cleaning, sanitizing and disinfecting surfaces and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening



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>